

An evaluation of word recognition
exercises for grade I

Nugent, M.J.
1946
Thesis



BOSTON UNIVERSITY
SCHOOL OF EDUCATION

LIBRARY

Ed.

Thesis
1946

Mugent, M.J.

The Gift of Mary J. Mugent

stored

FOR REFERENCE

Do Not Take From This Room

L
Thesis

1946

Nugent, M.J.

Stored

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

AN EVALUATION OF WORD RECOGNITION
EXERCISES FOR GRADE I

Submitted by

Mary Jane Nugent

(B.S. in Ed., Boston University, 1942)

In partial fulfillment of requirements for
the degree of Master of Education

1 9 4 6

First Reader: Donald D. Durrell, Professor of Education

Second Reader: Helen A. Murphy, Assistant Professor of Education

Third Reader: W. Linwood Chase, Professor of Education

UNIVERSITY OF
BOSTON

Gift of M. J. Nugent

School of Education

June 12, 1946

26995

(U.S. in M., Boston University, 1946)

In partial fulfillment of requirements for
the degree of Master of Education

First Reader: Louis D. Hunt, Professor of Education

Second Reader: William A. Hunt, Professor of Education

Third Reader: William A. Hunt, Professor of Education

Grateful appreciation is extended to Dr. Donald D. Durrell whose helpful direction and advice has aided greatly in the completion of this study.

To Dr. Helen Murphy and Dr. Helen Blair Sullivan go my sincere thanks for help given during the absence of Dr. D.D. Durrell.

Genuine appreciation is also offered to the first grade teachers whose splendid cooperation made the study possible, namely; Miss Hazel Inch of Dracut, Miss Margaret D. Murphy of Dedham, Miss Eileen O'Connell, of Belmont, Misses Helen Newell, Mary MacDonald, Ethel Weeks, Alice Corson, Pauline Donnelly, and Mrs. Jessie VanUmmersen and Marjorie Acomb of Newton.

Grateful appreciation is extended to Dr. Donald D. Durrell whose helpful direction and advice has aided greatly in the completion of this study.

To Dr. Helen Murphy and Dr. Helen Blair Sullivan go my sincere thanks for help given during the absence of Dr. D.D. Durrell.

Genuine appreciation is also offered to the first grade teachers whose splendid cooperation made the study possible, namely: Miss Hazel Inch of Bryant, Miss Margaret D. Murphy of Boham, Miss Eileen O'Connell of Belmont, Misses Helen Howell, Mary Macdonald, Ethel Weeks, Alice Gorton, Pauline Donnelly, and Mrs. Jessie VanWormeren and Marjorie Acomb of Newton.

TABLE OF CONTENTS

| | PAGE |
|--|------|
| Introduction | 1 |
| Chapter I | |
| Summary of Previous Research | 2 |
| Chapter II | |
| Preparation of Materials | 15 |
| Chapter III | |
| Putting the Plan to Work | 22 |
| Chapter IV | |
| Analysis of Data | 27 |
| Chapter V | |
| Summary and Conclusions | 34 |
| Chapter VI | |
| Suggestions for Further Research | 38 |
| Appendix | 39 |
| Bibliography | 123 |

TABLE OF CONTENTS

PAGE

| | |
|----|---|
| 1 | Introduction |
| 2 | Chapter I Summary of Previous Research |
| 16 | Chapter II Preparation of Materials |
| 23 | Chapter III Putting the Plan to Work |
| 27 | Chapter IV Analysis of Data |
| 34 | Chapter V Summary and Conclusions |
| 36 | Chapter VI Bibliography |

Digitized by the Internet Archive
in 2016 with funding from
Boston Library Consortium Member Libraries

LIST OF TABLES

| TABLE | | PAGE |
|-------|--|------|
| I. | Comparison of Errors | 28 |
| II. | Comparison of Errors Made by Experimental Group | 29 |
| III. | Comparison of Errors Made by Control Group | 29 |
| IV. | Comparison of Gains Made by Both Groups in Diminishing Errors | 30 |
| V. | Comparison of Reading Time | 31 |
| VI. | Comparison of the Reading Time of the Experimental Group | 32 |
| VII. | Comparison of the Reading Time of the Control Group | 32 |
| VIII. | Comparison of Gains Made by Both Groups in Reading Time | 33 |
| IX. | Comparison of Comprehension Scores of Both Groups at the Close of the Study . . | 33 |

LIST OF TABLES

| PAGE | TABLE |
|------|---|
| 28 | I. Comparison of Errors |
| 29 | II. Comparison of Errors Made by Experimental Group |
| 29 | III. Comparison of Errors Made by Control Group |
| 30 | IV. Comparison of Gains Made by Both Groups in Discriminating Errors |
| 31 | V. Comparison of Reading Time |
| 32 | VI. Comparison of the Reading Time of the Experimental Group |
| 32 | VII. Comparison of the Reading Time of the Control Group |
| 33 | VIII. Comparison of Gains Made by Both Groups in Reading Time |
| 33 | IX. Comparison of Comprehension Scores of Both Groups at the Close of the Study |

INTRODUCTION

Teachers working in the field of primary reading are constantly searching for new and better techniques to aid the learning process. It is particularly essential that those employed with the slow learner be many and varied. Recognition of the principle of individual differences will support the claim that the variety of learning experiences which we can supply may be almost without limit.

Several previous studies done at Boston University have experimented with a quick perception technique accompanied by context. This study employs tachistoscopic exposure of words and phrases accompanied by context. Its purpose is to determine whether the use of graded context along with a quick perception technique will show a marked increase in the number of words learned by first graders. A secondary consideration is to note whether speed of reading is affected.

INTRODUCTION

INTRODUCTION

Educators working in the field of primary reading are constantly searching for new and better techniques to aid the learning process. It is particularly essential that those employed with the slow learner be many and varied. Recognition of the principle of individual differences will support the claim that the variety of learning experiences which we can supply may be almost without limit.

Several previous studies done at Boston University have experimented with a quick perception technique accompanied by context. This study employs tachistoscopic exposure of words and phrases accompanied by context. Its purpose is to determine whether the use of graded context clues with a quick perception technique will show a marked increase in the number of words learned by first graders. A secondary consideration is to note whether speed of reading is affected.

CHAPTER I

SUMMARY OF PREVIOUS RESEARCH

Early research in the field of perception was chiefly concerned with the nature of the act. Investigators were much interested in eye movements and what the subjects actually perceived during fixation.

Valentius, ^{1/} through experiments conducted in 1844, came to the belief that it was possible to perceive three or four letters simultaneously in time intervals varying from 100 to 270. He believed each letter was perceived separately.

The invention of the tachistoscope by Helmholtz ^{2/} greatly facilitated experimentation in the perceptual field for then exposure time could be regulated. His studies were published in 1871.

Results of Cattell's ^{3/} experimentation began to appear in 1886. He found "that the shortest exposure which would permit the recognition of single small letters and capitals sufficed also for the recognition of short words, and that long words needed but one thousandth of a second more."

Schmidt ^{4/} reports that Cattell found consciousness can,

^{1/} W.A.Schmidt, "An Experimental Study in the Psychology of Reading," Supplementary Educational Monographs, University of Chicago, April, 1917, pp.15-21.

^{2/} Ibid., pp.15-21.

^{3/} Edmund B. Huey, The Psychology and Pedagogy of Reading, MacMillan Company, 1908, p.73.

^{4/} Schmidt, op.cit.,pp.15-21.

121

on the average, grasp four numbers, three to four letters, two words, or a sentence composed of four words.

Over a period of fifty years experimentation persisted, roughly falling into two categories; those who believed perception was accomplished by perceiving determining letters or symbols, and those who believed in perception by word wholes. It was the opinion of Schmidt ^{1/} that conflicting results were due to the persistent tendency to generalize on the strength of too small a number of subjects.

Among the first to develop the theory of determining letters were Goldscheider and Mueller. ^{2/} It was their belief that certain letters or letter groups were determining factors in the perceptual process. However, their final conclusion was that perception varied with conditions, sometimes being accomplished by word-wholes and at others by determining letters, according as the material read was more or less familiar.

Zeitler's ^{3/} study further substantiated the theory that determining letters or letter groups call forth the image of a word. He believed, however, that visual imagery completed the perceptual process.

Messmer ^{4/} was in agreement that "dominating letters

^{1/} W.A. Schmidt, "An Experimental Study in the Psychology of Reading," Supplementary Educational Monographs, University of Chicago, April, 1917, pp.15-21.

^{2/} Ibid., pp.15-21.

^{3/} Ibid., pp.15-21.

^{4/} Ibid., pp.15-21.

on the average, grasp four numbers, three to four letters,
two words, or a sentence composed of four words.

Over a period of fifty years experimentation persisted,
roughly falling into two categories; those who believed per-
ception was accomplished by perceiving determining letters
or symbols, and those who believed in perception by word
wholes. It was the opinion of Schmidt¹ that conflicting
results were due to the persistent tendency to generalize
on the strength of too small a number of subjects.

Among the first to develop the theory of determining
letters were Goldschneider and Mueller.² It was their be-
lief that certain letters or letter groups were determining

factors in the perceptual process. However, their final
conclusion was that perception varied with conditions, some-
times being accomplished by word-wholes and at others by
determining letters, according as the material read was more
or less familiar.

Butler's³ study further substantiated the theory that
determining letters or letter groups call forth the image of
a word. He believed, however, that visual imagery completed
the perceptual process.

Messner⁴ was in agreement that "dominating letters
of W.A. Schmidt, "An Experimental Study in the Psychology
of Reading," Supplemental Educational Monographs, Uni-
versity of Chicago, April, 1919, pp. 15-21.

2/ Ibid., pp. 15-21.
3/ Ibid., pp. 15-21.
4/ Ibid., pp. 15-21.

and letter complexes" were important elements in perceiving. He found a fluctuation in attention which led him to the conclusion that subjects might be classified into two types, one perceiving successively by combining, the other possessing such a relatively elastic attention that they perceived mainly by wholes.

Huey^{1/} supports the theory of determining letters by his contention that consonants projecting above and below the line contribute more to the characteristic form of the word than vowels. He quotes Zeitler as if to differentiate this theory from the word-whole theory. "The act of perception" is "a very quick succession of consciousness processes in reading" which gives one the "illusion" of reading simultaneously what is seen at a glance or during a reading pause. This illusion comes from long practice and from familiarity with the words. ^{2/} A further quotation from Zeitler most applicable to this study is "that the word's form first gets anchored or established as the sense is filled into it." ^{3/}

As early as 1896, Erdmann and Dodge ^{4/} carried on experiments which led to the claim that perceiving was a

1/ Edmund B. Huey, The Psychology and Pedagogy of Reading, Macmillan Company, 1908, p.81.

2/ Ibid., p.89.

3/ Ibid., p.116.

4/ W.A. Schmidt, "An Experimental Study in the Psychology of Reading," Supplementary Educational Monographs, University of Chicago, April, 1917, pp.15-21.

and letter complexes" were important elements in perceiving. He found a fluctuation in attention which led him to the conclusion that subjects might be classified into two types, one perceiving successively by combining, the other possessing such a relatively elastic attention that they perceived mainly by wholes.

Huey¹ supports the theory of determining letters by his contention that consonants projecting above and below the line contribute more to the characteristic form of the word than vowels. He quotes Zetler as it is differentiates this theory from the word-whole theory. "The act of perception" is "a very quick succession of consciousness processes in reading" which gives one the "illusion" of reading simultaneously what is seen at a glance or during a reading pause. This illusion comes from long practice and from familiarity with the words. A further quotation from Zetler most applicable to this study is "that the word's form first gets anchored or established as the sense is filled into it." ²

As early as 1896, Brdman and Dodge³ carried on experiments which led to the claim that perceiving was

¹ Edmund B. Huey, The Psychology and Pedagogy of Reading, Macmillan Company, 1908, p. 81.

² Ibid., p. 82.

³ Ibid., p. 116.

⁴ W. A. Schmidt, "An Experimental Study in the Psychology of Reading," Supplementary Educational Monographs, University of Chicago, April, 1917, pp. 15-21.

matter of total word form rather than one of characteristic letters or letter groups.

The work of Griffing ^{1/} probably is best categorized as leaning toward the word whole theory. He states, "the ability to receive and retain a number of simultaneous retinal impressions is a function of individual growth." ^{2/} He found that accuracy of perception depended upon attention.

Becker ^{3/} found himself in agreement with Erdmann and Dodge that "perception proceeds by word wholes and phrases." This study was concerned with fluctuation of attention during the perceptual process; his finding being that fluctuation was absent.

Later studies made by Dearborn ^{4/} in 1906 support the claims of perception by wholes. He found "no confirmation to a theory of successive perception of the letters and elements of the word." He does agree, however, that certain dominating letters and peculiarities may serve as clues.

A study by Freeman ^{5/} on span of attention found no evidence in support of the theory of determining letters.

1/ Harold Griffing, "On the Development of Visual Perception and Attention," American Journal of Psychology, 7:227-236, 1896.

2/ Ibid., pp.227-236.

3/ W.A. Schmidt, "An Experimental Study in the Psychology of Reading", Supplementary Educational Monographs, University of Chicago, April, 1917, pp.15-21.

4/ Ibid., pp.15-21.

5/ Ibid., pp.15-21.

matter of total word form rather than one of characteristic letters or letter groups.

The work of Griffing¹ probably is best categorized as leaning toward the word-whole theory. He states, "the ability to receive and retain a number of simultaneous stimuli in expressions is a function of individual growth."² He found that accuracy of perception depended upon attention.

Becker³ found himself in agreement with Korman and Dodge that "perception proceeds by word-wholes and phrases." This study was concerned with fluctuation of attention during the perceptual process; his finding being that fluctuation was absent.

Later studies made by Dearborn⁴ in 1906 support the claims of perception by wholes. He found "no confirmation to a theory of successive perception of the letters and elements of the word." He does agree, however, that certain dominating letters and peculiarities may serve as clues.

A study by Freeman⁵ on span of attention found no evidence in support of the theory of determining letters.

¹ Harold Griffing, "On the Development of Visual Perception and Attention," American Journal of Psychology, 7:227-236, 1896.

² Ibid., pp. 227-236.

³ W.A. Schmidt, "An Experimental Study in the Psychology of Reading," Supplementary Educational Monographs, University of Chicago, April, 1914, pp. 15-21.

⁴ Ibid., pp. 15-21.

⁵ Ibid., pp. 15-21.

Research on perceptual span done by Tinker ^{1/} brought forth the fact that meaning brought quicker apprehension and a longer perceptual span. He reports that the findings of Crosland Johnson ^{2/} that the position at the left is most favorable, each succeeding position to the right being less favorable. Although he found that exposure time limited perceptual span, he discovered that practice increased the range of visual apprehension and with range came an increase in rate. Tinker also develops Schumann's ^{3/} theory of visual and auditory-motor readers. The former are able to retain the visual image of the stimulus for a longer period of time; the latter are dependent to a greater degree on auditory-motor imagery.

In working with first graders in 1922, Buswell ^{4/} found a wide variation in methods of attack used by children in reading. In an article published in 1939, Buswell ^{5/} remarks that we have unfortunately treated the perceptual processes as though they were mechanical, thus many children have passed through elementary school without learning effective

^{1/} Miles A. Tinker, "Visual Apprehension and Perception in Reading," Psychological Bulletin, Volume 26, p.223.

^{2/} Ibid., p.227.

^{3/} Ibid., p.223.

^{4/} Guy Thomas Buswell, Fundamental Reading Habits: A Study of Their Development, The University of Chicago, Chicago, Illinois, 1922, pp.58-105.

^{5/} Guy Thomas Buswell, "Remedial Reading at the College and Adult Level," Supplementary Educational Monographs, No.50, University of Chicago, 1939.

Research on perceptual span done by Tinker¹ brought

forth the fact that meaning brought quicker apprehension and a longer perceptual span. He reports that the findings of Grosland Johnson² that the position at the left is most favorable, each succeeding position to the right being less favorable.

Although he found that exposure time limited perceptual span, he discovered that practice increased the range of visual apprehension and with range came an increase in rate. Tinker also develops Schumann's³ theory of visual and auditory-motor readers. The former are able to retain the visual image of the stimulus for a longer period of time; the latter are dependent to a greater degree on auditory-motor imagery.

In working with first graders in 1932, Brewell⁴ found a wide variation in methods of attack used by children in reading. In an article published in 1939, Brewell⁵ remarks that we have unfortunately treated the perceptual processes as though they were mechanical, thus many children have passed through elementary school without learning effective

¹ Miles A. Tinker, "Visual Apprehension and Reception in Reading," Psychological Bulletin, Volume 26, p. 233.

² Ibid., p. 237.

³ Ibid., p. 233.

⁴ Guy Thomas Brewell, Fundamental Reading Habits: A Study of Their Development, The University of Chicago, Chicago, Illinois, 1932, pp. 58-103.

⁵ Guy Thomas Brewell, "Remedial Reading at the College and Adult Level," Supplementary Educational Monographs, No. 56, University of Chicago, 1939.

reading habits. In experiments with college students, Buswell ^{1/} found that normally rapid readers had better comprehension than slow readers. He discovered that speed of recognition could be increased, but not to any great extent. However, improvement in vocabulary and general familiarity with word forms helped to reduce fixation time.

It is noticeable that articles appearing from about 1914 on, have been more concerned with method than with the actual process of perception. This seems quite natural, for educators have had a wealth of laboratory experimentation to examine. Since they had discovered certain perceptual tendencies and a wide variation in the performances of both children and adults, it was quite necessary to institute training procedures which would bring about the desired results of good reading habits.

Dallenback ^{2/} studied the effect of practice upon visual apprehension finding that improvement was rapid at first, then tapering off. Those children doing poorer work made slower but greater improvement than the average children. Perhaps his most important finding was that the effects of drill persisted.

The work of Gates ^{3/} lays much emphasis upon the use

1/ Guy Thomas Buswell, "Remedial Reading at the College and Adult Level," Supplementary Educational Monographs, No. 50, University of Chicago, 1939, p. 59.

2/ K. M. Dallenback, "The Effect of Practice Upon Visual Apprehension in School Children," Journal of Educational Psychology, 5: 321-334, 387-404, 1914.

3/ Arthur I. Gates, Interest and Ability in Reading, New York: MacMillan Company, 1930, pp. 193-200.

of context in presenting word study. He believes the use of isolated word study is out of harmony with the learning principle that learning should follow as the natural and necessary result of meeting the situation comprising a series of related activities. His ideas on perception may be comparable to Dearborn's inasmuch as he remarks, "Unless the pupil can perceive differences in the visible word form, he will have trouble and sometimes go wrong despite complete appreciation and utilization of the context clues." ^{1/} Gates' studies on vocabulary load and repetition prove how beneficial the lighter load and the repetition are for the slow learner. ^{2/}

Dolch ^{3/} disclosed the inadequacy of basic readers in their provision for repetition as well as the presence of an excessive vocabulary load. He points out the fallacy in assuming that meeting two words an equal number of times in one's reading will mean we learn their meanings equally well. Such a presumption does not take into account direct experience with people and things as a basis for meaning.

Payne ^{1/} in her work deriving tentative norms for short exposures in reading, came to the conclusion that "the chief difficulty in learning to read apparently is not in the amount

^{1/} Arthur I. Gates, Interest and Ability in Reading, New York; MacMillan Company, 1930, pp.3-39.

^{2/} Ibid., p.200.

^{3/} Edward W. Dolch, Reading and Word Meanings, New York: Ginn and Company, 1927, pp.11-43.

^{4/} Cassie S. Payne, "The Derivation of Tentative Norms for Exposures in Reading," Harvard Monographs in Education, No.10, Harvard University Press, Cambridge, 1930, p.58.

that can be seen at one fixation or in the method of seeing it, but in automatizing the right responses."

In considering the hearing aspect of context, Darrow ^{1/} pointed out that context helped the pupil only when the sentence was short.

Sachs ^{2/} experimented with college freshmen to determine whether vocabulary could be developed through the reading method. He found that students did not understand a word merely by meeting it in context a given number of times. This supports the claim that context must often be cleverly manipulated to serve as a teaching agent.

In studying younger children, Young ^{3/} came to the conclusion that adolescent children read for the story, not to study words. They do not pause to try to guess word meaning from context.

Eames ^{4/}, in a study of fatigue, found that speed of recognition was fairly constant with the normal child, but when eye difficulty was present, speed of recognition fell off when fatigue appeared. He also presented the finding that speed of recognition may be increased through appropriate treatment.

1/ H.J. Sachs, "The Reading Method of Acquiring Vocabulary," Journal of Educational Research, 36:457-64, February, 1943.

2/ Ibid., pp.457-464.

3/ Ibid., pp.457-464.

4/ T.H. Eames, "A Study of the Speed of Word Recognition," Journal of Educational Research, November, 1937, pp.181-187.

Gray and Holmes ^{1/} have provided us with material which helps in the realization of the limitations of context. They urge careful guidance in the development of meaning, both general and specific.

The question of motivation is brought to mind by Reed's ^{2/} suggestions. A favorable mental set must be in control so that free association or reverie does not occur. Practice should be attentive, intense, and distributed in time. It is the purpose of the exercises used in this study to consider the psychological factors so closely akin to motivation.

It is Witty's ^{3/} belief that we shall accomplish greater results in our remedial programs through meaning. "Research has demonstrated," he says, "that improvement in eye movement occurs when reading gains are produced by remedial programs which make no direct attack upon faulty eye movement." He goes on, "the poor reader's difficulty is rarely a mechanical problem; it is usually an inadequacy in perceiving or associating meaning with words and other language symbols."

1/ William S. Gray and Eleanor Holmes, The Development of Meaning Vocabularies in Reading, Publication of the Laboratory School of the University of Chicago, Chicago, Illinois, No.6, February, 1938.

2/ Homer B. Reed, Psychology of Elementary School Subjects, Ginn and Company, 1938, pp.70-93.

3/ Paul A. Witty and David Kopel, Reading and the Educative Process, New York: Ginn and Company, 1939, pp.17-18.

Hildreth ^{1/}urges the development of the necessary background and meaning for each new concept.

Forster ^{2/}found the look-say method superior to the tracing method in learning to read nonsense syllables. She points out, however, that the work was done with adults whose learning habits are fairly well established.

A fairly recent study of the basic readers of the first three grades by Gunderson ^{3/}shows that provision is made toward widening and enriching vocabulary. The child learns synonyms from the primer on. She suggests a technique of using basic or key words to which the children can add synonyms.

Leary ^{4/}finds a sharp falling off in language development after the age of six. She believes this is due to the fact that the "school climate" is not conducive to continued growth in oral language. Some of her constructive suggestions could be readily adapted to tachistoscopic use.

1/ Gertrude Hildreth, "The Difficulty Reduction Tendency in Perception and Problem Solving," Journal of Educational Psychology, 32:305-13, April, 1941.

2/ Miriam Forster, "Visual and Visual-Kinaesthetic Learning in Reading Nonsense Syllables," Journal of Educational Psychology, 32:452-8, September, 1941.

3/ Agnes G. Gunderson, "Provision in Readers for Developing Meaning Vocabularies in Grades I, II, and III," Elementary School Journal, 43:41-6, September, 1942.

4/ B.E. Leary, "They 'Look and Say'-Or Do They?" Elementary English Review, 20:41-9, February, 1943.

In an unpublished Master of Education thesis, Crosscup ^{1/} reports a study made by Liddell on methods of teaching word meaning in grades four and five. Four methods were used : telling, context, pictures, and dictionary. It was found that children with high I.Q.'s made greater progress with the telling method, while those with low I. Q.'s benefitted most by the context method.

Smith's ^{2/} unpublished Master of Education thesis reports on a quick perception method used in reviewing beginning reading. A tachistoscopic approach was used with context accompanying it. She obtained significant results in favor of her experimental group.

Maiorano ^{3/} has a similar unpublished study in which the gains were in favor of the experimental group, though not significant.

Cason ^{4/} experimented with a mechanical approach to

1/ R.B. Crosscup, "Survey and Analysis of Methods and Techniques for Fostering Growth of Meaning Vocabulary," Unpublished Ed.M. Thesis, Boston University, 1940, pp.223-224.

2/ Geraldine F. Smith, "Development and Evaluation of a Quick Perception Method in Beginning Reading," Unpublished Ed. M. Thesis, Boston University, 1941.

3/ Doris I. Maiorano, "An Evaluation of a Quick Perception Method for Systematic Review on Primer Vocabulary," Unpublished Ed.M. Thesis, Boston University, 1945.

4/ Eloise Cason, Mechanical Methods for Increasing the Speed of Reading, New York: Teachers' College, Columbia University, 1943.

increase speed of reading. She used both spaced phrasing and the metronoscope. Her control groups did library reading which she felt was strongly motivated with the desire to do well. Both experimental and control groups made reliable changes on tests of phrase reading. However, no reliable differences were noted on any other tests given. Both the Gates Comprehension and Speed and the Otis Intelligence were administered. Generally speaking, the mechanical approach appeared to have no superiority, though it was noted that it tended to help the middle third of the group the most.

The unpublished Master of Education thesis of Prario ^{1/} is interesting because she has attempted to use a method similar to that employed by Smith ^{2/} and Maiorano ^{3/} in teaching new words. Her study concluded that there were no significant differences between the basic method and the quick perception method. She hastens to add the limitations of

^{1/} Virginia S. Prario, "An Evaluation of a Quick Perception Method in Teaching a Reading Vocabulary to Grade One," Unpublished Ed.M. Thesis, Boston University, 1945.

^{2/} Geraldine F. Smith, "Development and Evaluation of a Quick Perception Method in Beginning Reading," Unpublished Ed. M. Thesis, Boston University, 1941.

^{3/} Doris I. Maiorano, "An Evaluation of a Quick Perception Method for Systematic Review on Primer Vocabulary," Unpublished Ed. M. Thesis, Boston University, 1945.

her study, however. The small number of cases (thirty-five) caused a large standard error. The classes were not equated, so not compared. She feels that the test of immediate recall may have been inadequate. Also, she had no check on individual words.

This present study employs the same pattern as did Maiorano.^{1/} It was set up in the same manner. The difference between the two studies was in the type of tachistoscope used. Maiorano^{2/} used the Keystone projector with a quick exposure shutter. This study made use of the type of tachistoscope which could be fashioned by any teacher. It was hoped that the studies might prove useful in deciding whether one type of tachistoscope was more effective than the other.

^{1/} Doris I. Maiorano, "An Evaluation of a Quick Perception Method for Systematic Review on Primer Vocabulary," Unpublished Ed.M. Thesis, Boston University, 1945.

^{2/} Ibid.

CHAPTER II

PREPARATION OF MATERIALS

Three types of material had to be developed to carry out the study. First, contextual exercises were built. Then tachistoscopes were constructed and word lists printed. Last of all came the construction of tests to measure the results.

Description of contextual exercises. Exercises used in the experiment were designed explicitly for use with the Gates pre-primer "Off We Go" and the primer, "Jim and Judy." Thirty-nine of the forty-two pre-primer words were used. One hundred and forty-one primer words were retained out of one hundred forty-six (146). Words omitted were proper names and sounds of animals. The total number of words employed was 180. Words used are listed below.

From Off We Go

| | | | | |
|--------|---------|--------|--------|-------|
| ride | go | farmer | get | right |
| I | we | farm | hay | which |
| said | laughed | the | wagon | a |
| too | off | want | horses | |
| and | mother | car | up | |
| faster | is | it | on | |
| away | this | in | time | |
| went | father | like | supper | |
| to | fun | calf | bed | |

Words omitted from Jim and Judy are: Jim, Judy, tags.

From Jim and Judy

| | | | | | | |
|-----------|---------|---------|----------|-----------|---------|---------|
| birthday | out | good | pull | played | an | airport |
| surprises | painted | asked | into | home | look | big |
| present | they | red | jumped | then | not | do |
| tomorrow | he | wheels | all | children | little | was |
| for | ready | with | of | cakes | yes | white |
| make | house | no | have | ice cream | got | know |
| will | put | ran | happy | airplanes | saw | man |
| toys | barn | stick | thank | looked | at | flew |
| cut | box | can | you | threw | my | over |
| but | cat | milk | bigger | yellow | window | day |
| see | did | some | than | people | one | made |
| city | took | eggs | been | store | two | school |
| down | mew | hens | had | letter | gray | first |
| back | train | biggest | from | send | rabbits | grade |
| came | are | rooster | she | farmer's | cried | how |
| where | here | animal | story | wife | cry | Miss |
| call | black | am | tell | eat | girls | blue |
| barked | cows | me | chickens | | | |
| | | | | something | boys | every |
| door | us | | | | | |
| roof | let | | | | | |
| lives | way | | | | | |
| about | friends | | | | | |
| dog | brown | | | | | |
| woods | good-by | | | | | |
| find | | | | | | |
| so | | | | | | |
| met | | | | | | |

Words omitted are : Judy's cock-a-doodle-doo
 Jim's peep
 Twinkle

Several forms of context were developed in an effort to maintain a high interest level. Sentences, rhymes, and stories were used. The predominating form was the sentence. Sentences containing the new words in phrases were a feature at the close of each lesson. Since the purpose was to supply clues for the words being presented, brevity and clarity were important factors. As far as possible, sentences were

constructed so that the word being taught appeared at the end. However, proper sentence structure would not always permit this.

A very definite pattern was employed in building the clues. Three sentences were constructed to teach each word. The first sentence presented a most obvious clue. The second shaded off presenting a partial clue, while the last sentence gave little or no clue at all.

Nine words were taught each day. They were taken in the order of their appearance in the readers. The plan of presentation again followed a pattern. This plan was used throughout the twenty daily lessons. It is presented below with the following explanation. Each group of arabic numbers represents a group of three of the nine words being taught in one lesson. The numbers are repeated each time in reference to a particular group of words. The term, "Simple flash" refers to a flash review of the word out of context.

| | | | |
|--------------|----|--------------|----|
| Obvious clue | 1. | Simple flash | 7. |
| | 2. | | 8. |
| | 3. | | 9. |
| Simple flash | 1. | Context with | 1. |
| | 2. | no clue | 2. |
| | 3. | | 3. |
| Obvious clue | 4. | Partial clue | 4. |

| | | | |
|--------------|----|-------------------------|----|
| Obvious clue | 5. | Partial clue | 5. |
| | 6. | | 6. |
| Simple flash | 4. | Partial clue | 7. |
| | 5. | | 8. |
| | 6. | | 9. |
| Partial clue | 1. | Context with no clue | 4. |
| | 2. | | 5. |
| | 3. | | 6. |
| Obvious clue | 7. | Context with no clue | 7. |
| | 8. | | 8. |
| | 9. | | 9. |

Phrase practice

Refresher clues will be found at the beginning of Lessons II to XX. These were designed as a review of the nine words taught the preceding day.

Description of the tachistoscope. Two simple tachistoscopes were made using heavy mounting cardboard and oak tag. The back of the tachistoscope and the shutter were made of the cardboard, while the front of it was fashioned of oak tag. The diagram found in "Improvement of Basic Reading Abilities" ^{1/} was followed with minor changes being effected.

A firmer model seemed advisable, hence the back was made of material stronger than oak tag. Measurements differed as the tachistoscope was designed to be used with a group of 15 children. The following diagram gives exact measurements used.

^{1/} Donald D. Durrell, Improvement of Basic Reading Abilities, (Yonkers on Hudson, New York: World Book Company, 1940, p. 178.

| | | | |
|----|-------------------------|----|--------------|
| 6. | Partial clue | 6. | Obvious clue |
| 6. | | 6. | |
| 7. | Partial clue | 4. | Simple flash |
| 6. | | 6. | |
| 6. | | 6. | |
| 4. | Context with no clue | 1. | Partial clue |
| 6. | | 6. | |
| 6. | | 6. | |
| 7. | Context with no clue | 7. | Obvious clue |
| 6. | | 6. | |
| 9. | | 9. | |

Phrase practice

Refresher clues will be found at the beginning of lessons II to XX. These were designed as a review of the nine words taught the preceding day.

Description of the tachistoscope. Two simple tachisto-

scopes were made using heavy mounting cardboard and oak tag.

The back of the tachistoscope and the shutter were made of

the cardboard, while the front of it was fashioned of oak

tag. The diagram found in "Improvement of Basic Reading

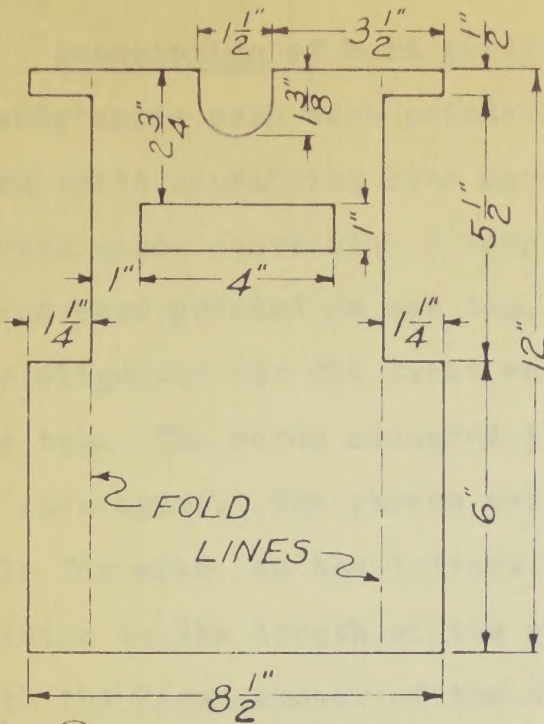
Additives" was followed with minor changes being effected.

A timer model seemed advisable, hence the back was made of

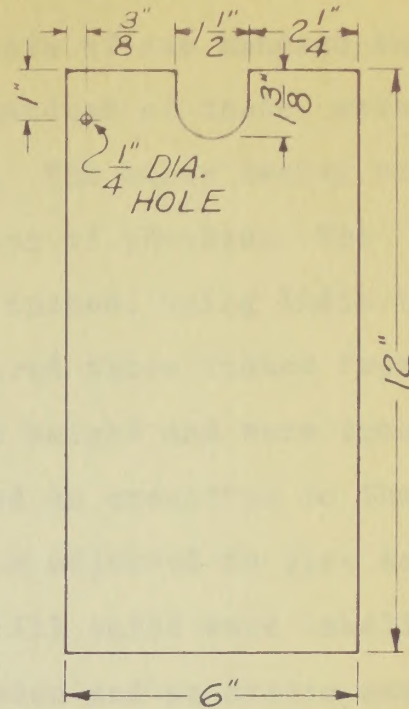
material stronger than oak tag. Measurements differed as the

tachistoscope was designed to be used with a group of 12 children. The following diagram gives exact measurements used.

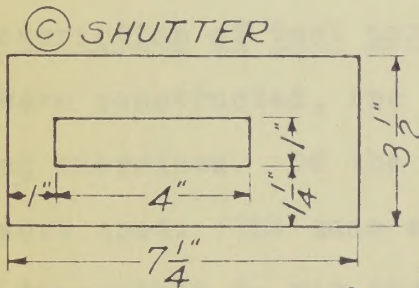
Donald H. Duvall, Improvement of Basic Reading Additives,
Holt, Rinehart and Company, New York, 1940, p. 128.



(A) WORD FRAME

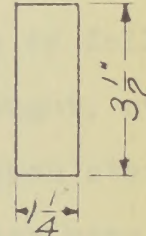
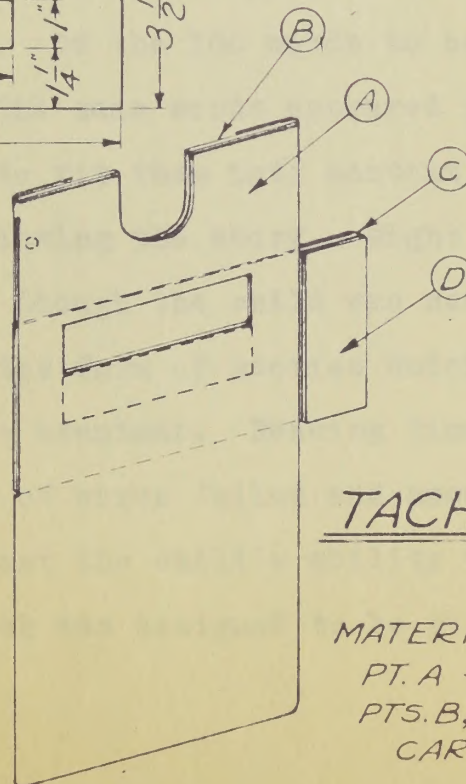


(B) BASE BOARD



(C) SHUTTER

(D) GUIDE TABS (4 REQ'D.)

SHOWN
CLOSED.(D) MOUNT TWO EACH
SIDE OF SHUTTER.TACHISTOSCOPE

MATERIALS:-

PT. A - OAK TAG.

PTS. B, C & D - MOUNTING
CARDBOARD, $\frac{3}{64}$ " THICK.

Description of word cards. Two sets of one hundred and twenty cards each were printed. One hundred of these were word cards containing nine words each. The other twenty were phrase cards containing a varying number of phrases. The cards were printed on oak tag, 12 x 6 inches, using India ink. The alignment for the first word appeared three inches from the top. The words measured $\frac{1}{2}$ inch in height and were spaced an inch apart. The phrase cards proved an exception to the rule for size, as the letters had to be adjusted in size according to the length of the phrase. All cards were labelled with the Roman number of the daily lesson and an Arabic number indicating the order in which the cards were to be used.

Description of test construction. Two short oral reading tests were constructed, one to precede and one to follow the teaching exercises. Of the 180 words to be taught, ninety-seven were used. The same words appeared in each story. When it was impossible to fit them into context, they were read as a word list following the story. Eight enrichment words were also included though the child was not scored on these. The tests were in the form of stories which each child read individually to the examiner. Reading time was recorded, as well as the number of words failed and known.

In order to test the child's ability to comprehend what he had read, a check was designed to be given at the close

of the experiment. Two pages, each containing ten completion sentences, were used. The test was given in two sittings. Since this was a silent reading test, it was given as a group exercise. Speed being relatively unimportant in this situation, a very ample time allowance of fifteen minutes was given for each page. No record was kept of individual timing. The number of sentences completed and the number right were recorded.

It was recommended that a stop watch be used in timing Tests I and II (the oral reading tests). However, the use of a watch with a second hand was allowed when the examiner could not procure a stop watch.

had to be prepared for each experimental teacher, it was decided to carry out the experiment in two sections. Accordingly, two experimental groups began work on March 22, 1945, while the last two groups got under way on April 30, 1945. Some disadvantages to this plan were later noted, but it is also questionable whether further delay occasioned by waiting for more material to be prepared would not have brought about the same disadvantages.

Tentative notes were not for both testing and teaching. It was understood by the participants that there were to be followed as closely as their individual school programs would permit.

CHAPTER III

PUTTING THE PLAN TO WORK

Choosing populations. It was the hope of the experimenter to obtain about 100 cases, fifty experimental and fifty control cases. A total of 120 cases were used, sixty being experimental and sixty control.

Teachers taking part in the experiment were requested to use slow-learning children as far as possible. Each teacher worked with fifteen of her children, however, thus some average students were included in the study.

Because of the tremendous amount of material which had to be prepared for each experimental teacher, it was decided to carry out the experiment in two sections. Accordingly, two experimental groups began work on March 22, 1945, while the last two groups got under way on April 30, 1945. Some disadvantages to this plan were later noted, but it is also questionable whether further delay occasioned by waiting for more material to be prepared would not have brought about the same disadvantages.

Tentative dates were set for both testing and teaching. It was understood by the participants that these were to be followed as closely as their individual school programs would permit.

The following schedule was used :

Group I

| | | <u>Testing</u> | <u>Teaching</u> |
|--------------|----------|-------------------------|--|
| Experimental | School A | March 22-29 May 7-11 | April 2-13 (Vacation) April 23- May 4 |
| | School B | " | " |
| Control | School A | " | " |
| | School B | " | " |

Group II

| | | | |
|--------------|----------|--------------------------------|---|
| Experimental | School A | April 30- May 4 June 5-8 | May 7- June 4 (Memorial Day ex- cluded) |
| | School B | " | " |
| Control | School A | " | " |
| | School B | " | " |

Pairing populations. In order to equalize conditions as far as possible, group I experimental cases were paired with group I control cases. The same procedure was followed with group II.

Unfortunately pairing was not done until after the experimental work was finished. This accounts for the small number of cases which were used in the findings. Populations used in the first half of the experiment did not pair well.

Pre-testing. Test I was given to all the children participating in the experiment. It was read orally by each child to the examiner, the child using a primer type copy of the story. The examiner prompted the child when he failed.

(A five second wait before prompting). She then recorded this failure by placing a small check mark on the word on the examiner's copy. Upon the completion of the test, the examiner recorded the time taken to read the selection. At her convenience she tallied the number of words failed and words known.

Using the review exercises. As soon as pre-testing had been done with Test I, the experimental teachers began the review exercises. These were stapled into sections comprising twenty individual lessons. They were used daily for twenty consecutive days. Some exceptions may be noted by referring to the dates for teaching.

The exercises were presented fifteen children as a group. They watched the tachistoscope, listened for the clue, and then responded as the word was flashed. It was necessary for the teacher to work out a system whereby she received a group response. This was especially true of sentences where the word was flashed in the middle.

The first day's lesson was administered as follows. The teacher placed card I-1 in the tachistoscope. She began with Lesson I, step 1, sentence 1, reading, "Jim likes to ----- in his wagon." As she made the pause for the omitted word, she flashed the word "ride." The children made a group response. Then she adjusted the tachistoscope for the second word and proceeded as before.

The procedure remained the same throughout the twenty lessons. It has been reported that the children enjoyed the new technique a great deal and those not participating wanted to join in as well.

Final testing. Upon completion of the Review Exercises, final testing was begun. Test II was administered to all children, both experimental and control groups. This test was administered and scored the same as Test I. It appears on the examiner's copy with Test I in order to simplify recording and pairing of results.

The Comprehension Test for Test III was given as soon as Test II was completed with all the children. This was given as a group test because it was a silent test and could be administered this way easily. No individual timing was taken. The number completed and the number right were recorded.

Records. A record sheet was provided for each teacher participating. The information required was :

Name of child

Chronological Age

Sex

Test I Time, Words failed, Words known.

Test II Time, Words failed, Words known.

Test III Time, Number done, Number right.

Most teachers listed children alphabetically though for experimental purposes this would not be a useful method. Neglect on the part of the experimenter to ask for records listed according to scores made the pairing a bit more complicated.

A Data sheet was also provided which told :

Number of children in the experiment (15 lower
third or half
based on
reading)

Number of children completing the experiment

Date testing was begun

Date testing was completed

Date exercises were begun

Date exercises were completed

Dates of any interruptions and reasons

School

Teacher

City

Tables Showing a Comparison of the Results
on the Individual Inventory Test

CHAPTER IV

ANALYSIS OF DATA

This study attempts to measure the effect of a plan of systematic review based on the Gates' pre-primer and primer vocabulary.

The data were analyzed to evaluate the effect of the exercises used on :

1. Size of vocabulary
2. Speed of word recognition
3. Comprehension

The analysis endeavors to show the degree of equality existing between the experimental group and the control group at the beginning of the study in both size of vocabulary and speed of word recognition. Its purpose is to analyze the gains made by each group in these areas during the period of experimentation. Further tables are given over to a comparison of gains made by both groups. The analysis of comprehension scores is inserted to indicate that a high degree of comprehension was present at the close of the experiment. As no initial test was given in this area, gains could not be determined.

Tables Showing a Comparison of the Results
on the Individual Oral Reading Inventory Tests

TABLE I
Comparison of Errors

| Group | Test | No. | Mean Errors | S.D. | S.E. | Diff. M. | S.E. Diff. | C.R. |
|---------|---------|-----|----------------|------|-------|-------------|---------------|------|
| Exper. | Initial | 25 | 7.54 | 5.12 | 1.02' | .20 | 1.36 | .15 |
| Control | Initial | 25 | 7.34 | 4.52 | .90' | | | |
| Exper. | Final | 25 | 3.30 | 3.70 | .74' | 2.64 | 1.49 | 1.77 |
| Control | Final | 25 | 5.94 | 6.50 | 1.30' | | | |

Table I compares the results of the experimental and control groups on the individual oral reading inventory tests. The experimental group showed a mean error of 7.54 words on the initial test while that of the control group was 7.34. The critical ration of .15 is in favor of the control group, but not significant. It is an indication that the two groups were quite evenly matched.

On the final test the experimental group had a mean error of 3.30 words. That of the control group was 5.94. The critical ratio of 1.77, though in favor of the experimental group, is not significant.

TABLE II

Comparison of Errors Made by Experimental Group

| Test | Mean Errors | S.E.m | Diff. M. | S.E. Diff. | C.R. |
|---------|----------------|-------|-------------|---------------|------|
| Initial | 7.54 | 1.02 | 4.24 | 1.26 | 3.36 |
| Final | 3.30 | .74 | | | |

Table II compares the errors made by the experimental group on the initial and final individual oral reading inventory tests. The mean error on the initial test was 7.54 and on the final test, 3.30. The critical ratio of 3.36 indicates a significant gain.

TABLE III

Comparison of Errors Made by Control Group

| Test | Mean Errors | S.E.m | Diff. M. | S.E. Diff. | C.R. |
|---------|----------------|-------|-------------|---------------|------|
| Initial | 7.34 | .90 | 1.40 | 1.58 | .88 |
| Final | 5.94 | 1.30 | | | |

Table III is a comparison of the errors made by the control group on the initial and final individual oral reading inventory tests. The mean error on the initial test was 7.34 and on the final test 5.94. Although a slight gain was shown, the critical ratio of .88 is not significant.

TABLE IV

Comparison of Gains Made by Both Groups in Diminishing Errors

| Group | Gain | S.E. g | Diff. G | S.E. Diff. | C.R. |
|---------|------|--------|------------|---------------|------|
| Exper. | 4.24 | 1.26 | 2.84 | 2.02 | 1.41 |
| Control | 1.40 | 1.58 | | | |

Table IV compares the gains made by both experimental and control groups in diminishing the number of errors made on the individual oral reading inventory tests. The experimental group made a mean gain of 4.24 and the control group, a gain of 1.40. The critical ratio of 1.41 is in favor of the experimental group, though not significant.

On the initial test the experimental group showed a reading time of 367.00 mean seconds. The control group's mean score was 378.00. The critical ratio of .18, though not significant, is slightly in favor of the experimental group.

On the final test, the experimental group's mean score was 338.00 and the control group's was 319.00. The critical ratio of .61 is not significant but is in favor of the control group.

TABLE V

Comparison of Reading Time

| Group | Test | No. | Mean Sec. for Read. | S.D. | S.E. Diff. M. | S.E. Diff. | C.R. |
|---------|---------|-----|------------------------|--------|------------------|---------------|------|
| Exper. | Initial | 25 | 367.00 | 137.75 | 27.55 | 5.00 | .15 |
| Control | Initial | 25 | 372.00 | 93.50 | 18.70 | | |
| Exper. | Final | 25 | 332.00 | 125.25 | 25.02 | 13.00 | .41 |
| Control | Final | 25 | 319.00 | 97.00 | 19.40 | | |

Table V compares the reading time of both the experimental and control groups on the individual oral reading inventory tests. On the initial test the experimental group showed a reading time of 367.00 mean seconds. The control group's mean score was 372.00 . The critical ratio of .15, though not significant, is slightly in favor of the experimental group.

On the final test, the experimental group's mean score was 332.00 and the control group's was 319.00 . The critical ratio of .41 is not significant but is in favor of the control group.

Table VII is a comparison of the reading time of the control group on the individual oral reading inventory tests. The mean score for the initial test was 372.00. The mean of 319.00 on the final test indicates a greater gain than was made by the experimental group. However, the critical ratio of 1.96 is not significant.

TABLE VI

Comparison of the Reading Time of the Experimental Group

| Test | Mean Sec. for Read. | S.E.m | Diff. M. | S.E. Diff. | C.R. |
|---------|------------------------|-------|-------------|---------------|------|
| Initial | 367.00 | 27.55 | | | |
| Final | 332.00 | 25.05 | 35.00 | 37.23 | .94 |

Table VI compares the reading time of the experimental group on the individual oral reading inventory tests. The initial test shows a mean score of 367.00 and the final test a mean score of 332.00. Although there is a slight gain in speed, the critical ratio of .94 is not significant.

TABLE VII

Comparison of the Reading Time of the Control Group

| Test | Mean Sec. for Read. | S.E.m | Diff. M. | S.E. Diff. | C.R. |
|---------|------------------------|-------|-------------|---------------|------|
| Initial | 372.00 | 18.70 | | | |
| Final | 319.00 | 19.40 | 53.00 | 26.94 | 1.96 |

Table VII is a comparison of the reading time of the control group on the individual oral reading inventory tests. The mean score for the initial test was 372.00. The mean of 319.00 on the final test indicates a greater gain than was made by the experimental group. However, the critical ratio of 1.96 is not significant.

TABLE VIII

Comparison of Gains Made by Both Groups in Reading Time

| Group | Gain | S.E.g | Diff. G | S.E. Diff. | C.R. |
|---------|-------|-------|------------|---------------|------|
| Exper. | 35.00 | 37.23 | 18.00 | 45.84 | .39 |
| Control | 53.00 | 26.94 | | | |

Table VIII compares the gain made by both the experimental and control groups in reading time. The mean gain of the experimental group was 35.00. That of the control group was 53.00. The critical ratio of .39 is in favor of the control group, though not significant.

TABLE IX

Table Comparing Comprehension Scores
of Both Groups at the Close of the Study

| Group | No. | Mean Errors | S.D. | S.E.m | Diff. M | S.E. Diff. | C.R. |
|---------|-----|----------------|------|-------|------------|---------------|------|
| Exper. | 25 | 1.72 | 1.24 | .25 | .56 | .48 | 1.17 |
| Control | 25 | 2.28 | 2.10 | .42 | | | |

Table IX compares the errors made by each group on a comprehension test administered at the close of the experiment. The experimental group showed a mean error of 1.72. The control group's mean error was 2.28. While the critical ratio of 1.17 is not significant, it is in favor of the experimental group.

TABLE VIII

Comparison of Gains Made by Both Groups in Reading Time

| Group | Gain | S.E.g | Diff. G | S.E. Diff. | C.E. |
|---------|-------|-------|---------|------------|------|
| Exper. | 35.00 | 37.23 | 18.00 | 43.84 | .39 |
| Control | 33.00 | 36.94 | | | |

Table VIII compares the gain made by both the experimental and control groups in reading time. The mean gain of the experimental group was 35.00. That of the control group was 33.00. The critical ratio of .39 is in favor of the control group, though not significant.

TABLE IX

Table Comparing Comprehension Scores of Both Groups at the Close of the Study

| Group | No. Errors | Mean | S.D. | S.E.M | Diff. M | S.E. Diff. | C.E. |
|---------|------------|------|------|-------|---------|------------|------|
| Exper. | 25 | 1.73 | 1.24 | .25 | .55 | .48 | 1.17 |
| Control | 25 | 2.23 | 2.10 | .43 | | | |

Table IX compares the errors made by each group on a comprehension test administered at the close of the experiment. The experimental group showed a mean error of 1.73. The control group's mean error was 2.23. While the critical ratio of 1.17 is not significant, it is in favor of the experimental group.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purposes of this study were the development and evaluation of a quick-perception technique for use as a review method in Grade I.

Exercises were constructed employing graded contextual clues. These were used with tachistoscopic exposure of words and phrases. The exercises fitted a specific situation as they were built upon the Gates pre-primer and primer vocabularies.

Systematic review was conducted with a group of first grade children controlled by an equated group.

Tests were constructed to analyze the effect of this review on :

1. Size of vocabulary
2. Speed of word recognition
3. Comprehension

Both groups were given Individual Oral Reading Inventory Tests preceding and following the review. A Silent Reading Inventory Test was also given at the close of the experiment.

The children in the experimental group had been taught by methods employed by the Gates Basal Reading System. During the experiment, they were given review exercises for twenty nearly consecutive days, the lessons averaging

about ten minutes a day. The words and phrases reviewed were used in context which presented meaning clues shading from the most obvious to no clue at all. Three levels of shading were used. Nine words were reviewed each day, each word being reviewed once more on the following day.

The children in the control group had also been taught by the Gates Basal Reading System. Any extra practice they may have had was devised by their teachers as a part of regular classroom instruction.

Although one hundred and twenty cases were studies, the results are based upon twenty-five paired cases. This was due to the fact that the control cases used in the first half of the experiment did not pair well with the experimental cases.

Conclusions

Because of the limited number of cases involved, one must keep constantly in mind that any conclusions reached on the basis of this information are purely hypothetical. The data may indicate certain tendencies. These, however, hold more weight when supported by the findings of other similar studies.

This study lends support to the findings of Smith^{1/}

^{1/} Geraldine F. Smith, "Development and Evaluation of a Quick Perception Method in Beginning Reading," Unpublished Ed. M. Thesis, Boston University, 1941.

and Maiorano ^{1/} that graded contextual exercises accompanying a quick-perception technique increase the child's sight vocabulary.

It does not support the claims of the above mentioned studies that increased speed will result from such a quick-perception technique. The analysis of this study shows that the control group made a greater gain in reading time, 53 seconds - diff. of M. as against 35 seconds - diff. of M. for the experimental group. This outcome may seem quite logical when it is remembered that the speed device used was a hand tachistoscope. Both Smith and Maiorano, who report gains in speed, used projectors with a flashmeter giving them accurate timing of exposures. It is most probable that the size and structure of the tachistoscopes used in this experiment made them quite unwieldy. Likely they served best as an attention-securing device.

A serious omission in the present study was the failure to check comprehension before the teaching as well as after it. Due to this oversight it was impossible to determine the effect of the exercises upon comprehension. It is apparent, however, that a high rate of comprehension was found at the close of the experiment and that it was slightly in favor of the experimental group. It is probably safe to assume that comprehension did not suffer and that it is likely that gains may

^{1/}Doris I. Maiorano, "An Evaluation of a Quick Perception Method for Systematic Review on Primer Vocabulary," Unpublished Ed. M. Thesis, Boston University, 1945.

have been made.

More definite conclusions may be reached upon the following points if the data accumulated is considered in its relationship to former studies. We may assume that:

1. Exercises using graded contextual clues are a valuable review technique.
2. The large, unwieldy tachistoscope is unsatisfactory as a means of increasing speed.

Children's Reactions

Teachers reported a high degree of interest in the activity. Children who were not included in the experiment begged to join the group. Those who did participate loved the stories and rhymes. One teacher reported that her group enjoyed the phrase work most of all. They found a challenge in reading groups of words.

Teacher's Reactions

Some teachers participating were most anxious to use the exercises as it would give their slow-learning children extra review. All were interested in the study and its outcomes. Three found the tachistoscopes difficult to manage but they improved with practice, they reported. One teacher felt that the exercises would have been more valuable for her earlier in the year.

CHAPTER VI
SUGGESTIONS FOR FURTHER RESEARCH

1. A similar study using : a well-constructed hand
tachistoscope and a projector
with a flashmeter

Object: To see whether some practical and in-
expensive device may be devised that
will work effectively in the classroom.

2. Repetition of this study : at the most advantageous
time for the group concerned,
soon after finishing the
primer.
checking comprehension both
before and after teaching.
3. A revision of this study : to be used as review between
the teaching units of the
Gates pre-primer and primer.

APPENDIX

Explanation of the Experiment and Directions for Examiner

The purpose of this experiment is to determine whether the use of context clues with a quick Flash perception technique will show a marked increase in the number of words learned. The exercises are intended to be used as review material. They are divided into a series of twenty lessons to be administered daily for a period of twenty days or four school weeks. Each lesson is expected to take about ten minutes.

In order to determine the effectiveness of the exercises, three tests are to be given. Test Number One is to be administered before the exercises are used. Test Number Two and Number Three are to be given at the close of the experiment.

Test Number One is a selection consisting of about one-half of the total vocabulary found in the Gates First-Primer "Let's We Do" and the Primer, "Jim and Judy." It is to be read orally by each child to the examiner. The examiner will prompt the child when he fails to know a word. (Wait five seconds). She will then record this failure by placing a small check mark on the word on the examiner's copy. Open

APPENDIX

Explanation of the Experiment and Directions for Examiner

The purpose of this experiment is to determine whether the use of context clues with a quick flash perception technique will show a marked increase in the number of words learned. The exercises are intended to be used as review material. They are divided into a series of twenty lessons to be administered daily for a period of twenty days or four school weeks. Each lesson is expected to take about ten minutes.

In order to determine the effectiveness of the exercises, three tests are to be given. Test Number One is to be administered before the exercises are used. Test Number Two and Number Three are to be given at the close of the experiment.

Test Number One is a selection consisting of about one-half of the total vocabulary found in the Gates Pre-Primer "Off We Go" and the Primer, "Jim and Judy." It is to be read orally by each child to the examiner. The examiner will prompt the child when he fails to know a word. (Wait five seconds). She will then record this failure by placing a small check mark on the word on the examiner's copy. Upon

the completion of the test, the examiner will record the time taken to read the selection. At her convenience, she may tally the number of words failed and the number of words known. Test Number Two is administered in the same manner as that of Test Number One. The same information is required. It is, as one may readily see, designed to measure growth in vocabulary. The same words are used as in Test One. Mention should be made of the word lists at the bottom of both these tests. They are to be read as part of the test and recorded as a part of the total score. It was necessary to use them out of contexts when they would not fit into the story.

Test Number Three is a comprehension check to determine whether the child attaches meaning to the word as well as recognizing it. Further directions for this test will be given when it is in final form.

The Review Exercises or teaching lessons have been stapled into sections comprising twenty individual lessons. They are numbered with Roman numbers in the order in which the lessons are to be taught. The accompanying flash cards are also marked by lessons with the Roman number of the lesson.

The plan of the experiment is as follows. Each lesson is to consist of nine words. These nine words are presented in context as they are flashed in a tachistoscope. Each word

appears four times in a lesson. It appears a fifth time in phrase practice at the end of the lesson. The words are presented in groups of three's. As the lesson progresses, the context clues are shaded off. They begin with a very obvious clue and finish with no clue at all. As far as possible, the sentences were constructed so that the word being taught appears at the end. Since all words do not lend themselves to this treatment, the teacher may have some difficulty in delaying the children's response until the sentence is completed. She will have to explain to the children the need of waiting for the entire sentence or she may have to devise some signal for the response. The children will make a group response, not individual ones.

The first day's lesson will be administered as follows. The teacher will place card I-1 in the tachistoscope. She will begin with Lesson I, step 1, sentence 1, reading, " Jim likes to ----- in his wagon." As she makes the pause for the omitted word she will flash the word "ride". She will then adjust the tachistoscope for the second word and proceed as before. Steps two, four, and seven are simple flash for review and have no context clues. The entire lesson is treated as described above.

The second day's lesson and all those following have one addition. They begin with a review of the preceding day's words. I have called them "refresher clues." The rest of the lesson is designed as is Lesson One.

Another innovation is found in Lessons II and XVII. The fourth presentation of the word entitled "context with no clue" is given in story form at the end of the lesson. The teacher will probably find it advisable to read the selection over and mark suitable places for pauses. In most cases, full sentences should be read as the unit, the pauses coming between sentences.

Lesson XX has review of the words taught that day. This was done in order to assure that each word would appear an equal number of times. This review may be used on the twentieth day.

Additional Information

1. Several "enrichment words" appear in the stories which are not found in the vocabulary lists of the Pre-Primer and of the Primer. When the child does not know such a word it will be told him just as will other unknown words be given. In order that these errors may not be counted as mistakes, will you circle the following words on the teacher's copy before beginning the test. You will not place a check mark on such a word. Thus it will not count as an error.

Test I

take

come

their

or

going

Test II

thing

going

today

him

2. In timing the tests will you record it in minutes and seconds. The use of a stop watch is preferable. However, a watch with a second hand may be used.

3. No explanation was made in the directions of the use to be made of the sample cards found in the kits. The sample is to be used with your informal explanation of the daily lesson procedure. It is just to get the children used to the method employed. The following sentences may be used as well as any others you wish to devise for further practice.

Jim 1. You have read a lot of stories about a boy
named -----.

Judy 2. His sister's name is -----.

Jim

and Judy 3. Father bought a dog for -----.

Judy and Jim 4. Sally said, "The children who live in this
house are -----."

2. In timing the tests with you record it in minutes and seconds. The use of a stop watch is preferable. However, a watch with a second hand may be used.

3. No explanation was made in the directions of the use to be made of the words made found in the list. The subject is to be read with your internal explanation of the list and any procedure. It is not to get the children used to the method employed. The following sentences may be used as well as any others you wish to make for further exercises.

4. You have read a lot of stories about a boy

named -----

and Judy E. His sister's name is -----

and Judy E. Father bought a dog for -----

Judy and her sister. Judy said, "The children who live in this

house are -----"

Directions for Control Teachers

The purpose of this experiment is to determine whether the use of context clues with a quick flash perception technique will show a marked increase in the number of words learned. Exercises have been prepared which are to be used by the experimental teachers.

In order to determine the effectiveness of the exercises, three tests are to be given. Test Number One is to be administered before the exercises are used. Tests Number Two and Number Three are to be given at the close of the experiment. These three tests will be given by both experimental and control teachers.

Test Number One is a selection consisting of about one-half of the total vocabulary found in the Gates Pre-Primer "Off We Go" and the Primer "Jim and Judy". It is to be read orally by each child to the examiner. The examiner will prompt the child when he fails to know a word. (Wait five seconds). She will then record this failure by placing a small check mark on the word on the examiner's copy. Upon the completion of the test, the examiner will record the time taken to read the selection. At her convenience, she may tally the number of words failed and the number of words known.

Test Number Two is administered in the same manner as that of Test Number One. The same information is required.

Directions for Control Teachers

The purpose of this experiment is to determine whether the use of context clues with a quick flash perception technique will show a marked increase in the number of words learned. Exercises have been prepared which are to be used by the experimental teachers.

In order to determine the effectiveness of the exercises, three tests are to be given. Test Number One is to be administered before the exercises are used. Tests Number Two and Number Three are to be given at the close of the experiment. These three tests will be given by both experimental and control teachers.

Test Number One is a selection consisting of about one-half of the total vocabulary found in the Gates Pre-Primer "Off We Go" and the Primer "Jim and Judy". It is to be read orally by each child to the examiner. The examiner will prompt the child when he fails to know a word. (Wait five seconds). She will then record this failure by placing a small check mark on the word on the examiner's copy. Upon the completion of the test, the examiner will record the time taken to read the selection. At her convenience, she may tally the number of words failed and the number of words known.

Test Number Two is administered in the same manner as that of Test Number One. The same information is required.

It is, as one may readily see, designed to measure growth in vocabulary. The same words are used as in Test One. Mention should be made of the word lists at the bottom of both these tests. They are to be read as part of the tests and recorded as a part of the total score. It was necessary to use them out of context when they would not fit into the story.

Several "enrichment words" appear in the stories which are not found in the vocabulary lists of the pre-primer and primer. When the child does not know such a word, it will be told him just as will other unknown words be given. In order that these errors may not be counted as mistakes, will you circle the following words on the teacher's copy before beginning the test. You will not place a check mark on such a word. Thus it will not be counted as an error.

Test I

take
come
their
or
going

Test II

thing
going (twice)
today
him

In timing the tests, will you record it in minutes and seconds. The use of a stop watch is preferable. However, a watch with a second hand may be used.

Test Number Three is a comprehensive check to determine whether the child attaches meaning to the word as well as recognizing it. Further directions for this test will be given when it is in final form. It is to be given at the close of the experiment and is the last test used.

It is, as one may readily see, designed to measure growth in vocabulary. The same words are used as in Test One. Mention should be made of the word lists at the bottom of both these tests. They are to be read as part of the tests and recorded as a part of the total score. It was necessary to use them out of context when they would not fit into the story.

Several "enrichment words" appear in the stories which are not found in the vocabulary lists of the pre-primer and primer. When the child does not know such a word, it will be told him just as will other unknown words be given. In order that these errors may not be counted as mistakes, will you circle the following words on the teacher's copy before beginning the test. You will not place a check mark on such a word. Thus it will not be counted as an error.

| Test I | Test II |
|--------|---------------|
| take | thing |
| come | going (twice) |
| their | today |
| or | him |
| going | |

In timing the tests, will you record it in minutes and seconds. The use of a stop watch is preferable. However, a watch with a second hand may be used. Test Number Three is a comprehensive check to determine whether the child attaches meaning to the word as well as recognizing it. Further directions for this test will be given when it is in final form. It is to be given at the close of the experiment and is the last test used.

Directions for Administering
Test III -- Comprehension Test

This last test is to be considered as a power test, not a speed test. It is to be given in two sittings; fifteen minutes may be allowed for each test sheet. This will give ample time for any child to finish it that is able.

On this test it will be possible for all the children to take the test at once. It is to be treated as a silent reading test. No help is to be given on any word after the test begins. Exercises may be placed on the board and explained to the children, previously. The following sentences may be used.

1. Children like
happy ice cream boys
2. Jim and Judy go to
house tree school
3. The farmer's cow gives us
milk good calf

The children may underline the word or draw a circle around it, whichever your class is more accustomed to doing.

Since we have decided to treat this as a power test, the column marked Time under Test III on your recording sheet will be omitted. No time need be recorded for this last Test.

If possible, give this Test during the week of May 7-11th.

Lesson I

Review Exercises to Accompany

Gates Pre-Primer (Off We Go) and Primer (Jim and Judy)

Context Clues to be Used with Quick Flash Perception

Step 1 (Present obvious clue)

- | | |
|---------|--|
| 1. ride | 1. Jim likes to ----- in his wagon. |
| 2. I | 2. No one would help the little red hen plant the wheat so she said, "---- will do it myself." |
| 3. said | 3. He talked so softly that we couldn't hear what he -----. |

Step 2 (Present simple flash for review)

1. I
2. said
3. ride

Step 3 (Present obvious clue)

- | | |
|-----------|--|
| 4. too | 4. The man hurried for his train, but he was ----- late. |
| 5. and | 5. These things go together : |
| | <ol style="list-style-type: none"> 1. father ---- mother 2. Jim----Judy 3. brother --- sister |
| 6. faster | 6. Jim tried to catch Tags but Tags ran ----- than he did. |

Step 4 (Present simple flash for review)

4. too
5. faster
6. and

Lesson I

Review Exercises
to Accompany
Gates Pre-Printer (Off We Go) and Printer (Jim and Lady)
Context Clues to be Used with Quick Flash Perception

Step 1 (Present obvious clues)

1. ride 1. Jim likes to ----- in his wagon.
2. I 2. No one would help the little red hen
plant the wheat so she said, "-----
will do it myself."
3. said 3. He talked so softly that we couldn't
hear what he -----.

Step 2 (Present simple flash for review)

1. ride
2. said
3. I

Step 3 (Present obvious clues)

4. too 4. The man hurried for his train, but he
was ----- late.
5. and 5. These things go together :
1. father ----- mother
2. Jim ----- Lady
3. brother ----- sister
6. faster 6. Jim tried to catch Taps but Taps ran
----- than he did.

Step 4 (Present simple flash for review)

4. too
5. faster
6. and

Lesson I (continued)

Step 5 (Present partial clue)

- | | |
|---------|--|
| 1. said | 1. "Please bring me my mending basket," ----- mother. |
| 2. ride | 2. Father took Jim and Judy to -----. |
| 3. I | 3. "Who is upstairs?" called Jim. Mother answered, "It is ---." |

Step 6 (Present obvious clue)

- | | |
|---------|--|
| 7. away | 7. Jim and Judy could not find Twinkle. She had run -----. |
| 8. went | 8. "Where is Mother?" asked Father. The children said, "She ----- to the store" |
| 9. to | 9. Children go -- bed early -- school every school day |

Step 7 (Present simple flash for review)

- | |
|---------|
| 7. to |
| 8. away |
| 9. went |

Step 8 (Present context with no clue)

- | | |
|---------|---|
| 1. ride | 1. Clang, clang, clang came the streetcar. Jim and Judy were going to -----. |
| 2. said | 2. The teacher-----to remember our milk money. |
| 3. I | 3. Mother said, "Father and --- are going to town." |

Step 9 (Present partial clue)

- | | |
|-----------|--|
| 4. faster | 4. Judy beat Sally. She ran -----. |
| 5. and | 5. These things go together: 1. bread----butter 2. salt----pepper 3. cream----sugar |

Lesson I (continued)

Step 5 (Present partial cline)

- 1. said 1. "Please bring me my mending basket."
- 2. ride 2. Father took Jim and Judy to -----
- 3. I 3. "Who is upstairs?" called Jim. Mother answered, "It is ---."

Step 6 (Present obvious cline)

- 7. away 7. Jim and Judy could not find Twinkle. She had run -----
- 8. went 8. "Where is Mother?" asked Father. The children said, "She ----- to the store!"
- 9. to 9. Children go ----- bed early -- school every school day

Step 7 (Present simple flash for review)

- 7. to
- 8. away
- 9. went

Step 8 (Present context with no cline)

- 1. ride 1. Clang, clang, clang came the streetcar. Jim and Judy were going to -----
- 2. said 2. The teacher-----to remember our milk money.
- 3. I 3. Mother said, "Father and --- are going to town."

Step 9 (Present partial cline)

- 4. faster 4. Judy beat Sally. She ran -----
- 5. and 5. These things go together:
1. bread---butter
2. salt---pepper
3. cream---sugar

Lesson I (continued)

Step 9 (continued)

6. too 6. Baby Bear said, "This porridge is ---
hot !"

Step 10 (Present partial clue)

7. went 7. Father-----to the city on the train.
8. to 8. Children go
 ---the playground for games
 ---the store for Mother
 ---the library for stories
9. away 9. The children went to visit Grandmother.
 It was fun to go-----.

Step 11 (Present context with no clue)

4. and 4. Shoes----stockings
 paper----pencil
 pen----ink
5. too 5. Mother thought it was----cold for Judy
 to wear her light coat.
6. faster 6. The school clock was -----than the
 clock at home.

Step 12 (Present context with no clue)

7. to 7. ---the circus
 ---the store
 ---the beach
8. away 8. -----ran Tags !
9. went 9. The fire engine -----clanging down
 the street.

Step 13 (Present phrase practice)

1. Jim's wagon went (faster and faster).
2. Judy said, "(I ride) in Jim's wagon."
3. Jim and Judy (went to ride) in the car.
4. Father and Mother (went away).
5. Jim and Judy (went away, too).
6. (I said) good-by to my friends.

Janson I (continued)

Step 9 (continued)

6. too 6. Baby bear said, "This porridge is ---
hot!"

Step 10 (Present partial only)

7. went 7. Father----to the city on the train.
8. to 8. Children go
---the playground for games
---the store for Mother
---the library for stories
9. away 9. The children went to visit Grandmother.
It was fun to go-----

Step 11 (Present context with no clue)

4. and 4. Shoes----stockings
paper----pen
pen----ink
5. too 5. Mother thought it was----cold for Judy
to wear her light coat.
6. faster 6. The school clock was -----than the
clock at home.

Step 12 (Present context with no clue)

7. to 7. ---the crowd
---the store
---the beach
8. away 8. -----ran fast!
9. went 9. The fire engine ----clanging down
the street.

Step 13 (Present phrase practice)

1. Jim's wagon went (faster and faster).
2. Judy said, "I ride in Jim's wagon."
3. Jim and Judy went to ride in the car.
4. Father and Mother (went away).
5. Jim and Judy (went away, too).
6. I said, Good-by to my friends.

LESSON II

(Refresher Clues for reviewing words of previous lesson)

- | | |
|-----------|---|
| 1. faster | 1. Going down hill your cart will go -----. |
| 2. went | 2. The doorbell rang so Jim-----to the door. |
| 3. said | 3. "This is the way to Bill's house," Jim-----. |
| 4. and | 4. These things go together : shoes----stockings comb----brush knife----fork |
| 5. ride | 5. Jim put Tags in his wagon, but Tags jumped out. He did not like to -----. |
| 6. too | 6. Jim cannot carry all those books. There are ---- many. |
| 7. I | 7. "Judy and ---like rabbits," said Jim. |
| 8. away | 8. Mother said, "I am going to give this small coat -----." |
| 9. to | 9. To market, to market----buy a fat pig ! |

Step 1 (Obvious clue)

- | | |
|------------|--|
| 1. go | 1. Red traffic lights mean to stop. Green mean to ---. |
| 2. we | 2. "Who will help tidy the cellar?" asked Father. The children said, "--- will." |
| 3. laughed | 3. When the funny clown fell down, all the children-----. |

Step 2 (Simple flash)

1. we
2. laughed
3. go

Step 3 (Obvious clue)

- | | |
|-----------|--|
| 4. off | 4. It was bedtime. Judy took ----her shoes. |
| 5. mother | 5. Jim and Judy love their father and -----. |
| 6. is | 6. I cannot find my little dog. Do you know where he --- ? |

LESSON II

(Teacher gives for reviewing words of previous lesson)

1. faster 1. Going down hill your cart will go -----.
2. went 2. The doorbell rang so Jim-----to the door.
3. said 3. "This is the way to Bill's house," Jim-----.
4. and 4. These things go together :
shoes-----stockings
comb-----brush
knife-----fork
5. ride 5. Jim put tags in his wagon, but tags jumped out. He did not like to -----.
6. too 6. Jim cannot carry all those books. There are ---- many.
7. I 7. "Judy and ---like rabbits," said Jim.
8. away 8. Mother said, "I am going to give this small coat -----."
9. to 9. To market, to market---buy a fat pig !

Step 1 (Obvious clue)

1. go 1. Red traffic lights mean to stop. Green mean to ---.
2. we 2. "Who will help tidy the cellar?" asked Father. The children said, "--- will."
3. laughed 3. When the funny clown fell down, all the children-----.

Step 2 (Simple flash)

1. we
2. laughed
3. go

Step 3 (Obvious clue)

4. off 4. It was bedtime. Judy took ----her shoes.
5. mother 5. Jim and Judy love their father and -----.
6. is 6. I cannot find my little dog. Do you know where he --- ?

Lesson II (continued)

Step 4 (Simple flash)

4. off
5. is
6. mother

Step 5 (Partial clue)

- | | |
|------------|---|
| 1. laughed | 1. Jim's Hallowe'en costume was so funny that Judy -----. |
| 2. we | 2. "----are all going away," said Father. |
| 3. go | 3. The boys were running a race. "Ready---!" called Jim. |

Step 6 (Obvious clue)

- | | |
|-----------|---|
| 7. this | 7. Find a red book like -----one. |
| 8. father | 8. Children live with mother and -----. |
| 9. fun | 9. Jim said, "Running races is -----." |

Step 7 (Simple flash)

7. father
8. fun
9. this

Step 8 (Context with no clue--included in story at end of lesson)

Step 9 (Partial clue)

- | | |
|-----------|---|
| 4. mother | 4. The----- cat was washing her kittens. |
| 5. is | 5. Jim looked at the clock. "What time ---it?" he asked. |
| 6. off | 6. When a boy comes into the house he takes his hat ----. |

Step 10 (Partial clue)

- | | |
|-----------|---|
| 7. this | 7. "You may choose a toy," said Father. Jim said, "I want-----one, please." |
| 8. father | 8. Judy went with mother and Jim went with-----. |
| 9. fun | 9. Judy said, "It is----to help make cookies." |

Lesson II (continued)

Step 4 (Simple flash)

- 4. off
- 3. is
- 2. mother

Step 5 (Partial clue)

- 1. laughed 1. Jim's Halloween costume was so funny that Judy -----
- 2. we 2. "-----are all going away," said Father.
- 3. so 3. The boys were running a race. "Ready--!" called Jim.

Step 6 (Obvious clue)

- 7. this 7. Find a red book like -----
- 8. father 8. Children live with mother and -----
- 9. fun 9. Jim said, "Running races is -----."

Step 7 (Simple flash)

- 7. father
- 8. fun
- 9. this

Step 8 (Context with no clue--included in story at end of lesson)

Step 9 (Partial clue)

- 4. mother 4. The----- cat was washing her kittens.
- 5. is 5. Jim looked at the clock. "What time is it?" he asked.
- 6. off 6. When a boy comes into the house he takes his hat -----.

Step 10 (Partial clue)

- 7. this 7. "You may choose a toy," said Father. Jim said, "I want-----one, please."
- 8. father 8. Judy went with mother and Jim went with-----
- 9. fun 9. Judy said, "It is-----to help make cookies."

Lesson II (continued)

Steps 11 and 12 (Context with no clue-- in story form)

One warm spring day Jim and Judy went to visit a farm. Since they would be gone all day, (Mother) packed a lunch. They would eat somewhere on the way. When it was ready, Mother asked (Father) to put it in the car. At last they were ready to (go). The car began to move. "(Off) we go!" sang Judy. On the way the children saw many farms. "(Is) this the farm?" asked Judy. "Is(this) the farm?" asked Jim. At last they came to the right farm. Their friend, the farmer, was standing at the gate. The children said, "(We) want to see your pigs." "It will be (fun) to see the pigs," said Judy. When they reached the pig pen, mother pig was feeding her babies. The children (laughed) when they saw the baby pigs tumbling over each other. They all wanted to eat at once !

Step 13 (Phrase practice)

1. Mother answered the phone. A voice said,"(This is Father)!"
2. (Mother laughed) at Jim's funny joke.
3. Father pulled Jim and Judy in the wagon. "(Off we go !);" he cried.
4. "(Go faster !)" cried Jim.
5. "(This is fun)," said Judy.

LESSON III

Refresher Clues for reviewing words of previous lesson

- | | |
|------------|--|
| 1. go | 1. Mother said, "It is time to --- home." |
| 2. we | 2. Jim and Judy chose two gray rabbits. They said, "These are the ones--- want." |
| 3. mother | 3. Judy made presents for Father and -----. |
| 4. fun | 4. We went to a party and had a lot of -----. |
| 5. laughed | 5. The story was so funny that all the children -----. |
| 6. this | 6. Judy brought Betty home to play. She said, "----- is my house." |
| 7. off | 7. Judy's rubbers were muddy so she took them -----. |
| 8. father | 8. Jim and -----made a toy boat. |
| 9. is | 9. Mother said, "Jim isn't home now, but Judy ----." |

Step 1 (Obvious clue)

- | | |
|---------|---|
| 1. farm | 1. We do not see cows and pigs in the city. They live on a -----. |
| 2. the | 2. Jim and Judy played a guessing game. "Is it the clock? the table ? ----flag ?" |
| 3. want | 3. "You may choose the one you want," said Mother. "Which do you -----?" |

Step 2 (Simple flash)

1. want
 2. farm
 3. the
-

LESSON III

Teacher gives for reviewing words of previous lesson

1. So 1. Mother said, "It is time to --- home."
2. We 2. Jim and Judy chose two gray rabbits. They said, "These are the ones --- want."
3. Mother 3. Judy made presents for Father and ---
4. Fun 4. We went to a party and had a lot of ---
5. Laughed 5. The story was so funny that all the children ---
6. This 6. Judy brought Betty home to play. She said, "----- is my house."
7. Off 7. Judy's rabbits were muddy so she took them ---
8. Father 8. Jim and ----- made a toy boat.
9. Is 9. Mother said, "Jim isn't home now, but Judy ---"

Step 1 (Copy into lines)

1. Farm 1. We do not see cows and pigs in the city. They live on a -----
2. The 2. Jim and Judy played a guessing game. "Is it the clock? the table? ---" "Yes."
3. Want 3. "You may choose the one you want," said Mother. "Which do you -----?"

Step 2 (Simple flash)

1. want
2. farm
3. the

Lesson III (continued)

Step 3 (Obvious clue)

- | | |
|--------|--|
| 4. car | 4. Father's automobile is a Ford ----. |
| 5. it | 5. I have looked everywhere for your hat and can't find ---. |
| 6. in | 6. Where is Tags ? Tags is --- his house. |

Step 4 (Simple flash)

4. car
5. in
6. it

Step 5 (Partial clue)

- | | |
|---------|--|
| 1. the | 1. Jim thought---airplane was going to land. |
| 2. want | 2. Jim liked the toy airplanes. He said," I ----- the silver one." |
| 3. farm | 3. The milk we drink comes from a -----. |

Step 6 (Obvious clue)

- | | |
|-----------|--|
| 7. farmer | 7. A man who grows food for us to eat is a ----- . |
| 8. like | 8. "This tastes good," said Judy. "I ----- ice cream." |
| 9. calf | 9. The mother cow loves her baby -----. |

Step 7 (Simple flash)

7. like
8. calf
9. farmer
-

Lesson III (continued)

Step 3 (Obvious clues)

4. car
4. Father's automobile is a Ford ----.
5. it
5. I have looked everywhere for your hat and can't find ----.
6. in
6. Where is Tago? Tago is --- his house.

Step 4 (Simple flash)

4. car
5. in
6. it

Step 5 (Partial clues)

1. the
1. Jim thought---airplane was going to land.
2. want
2. Jim liked the toy airplanes. He said, "I ---- the silver one."
3. farm
3. The milk we drink comes from a ----.

Step 6 (Obvious clues)

7. farmer
7. A man who grows food for us to eat is a ----.
8. like
8. "This tastes good," said Jody. "I ---- ice cream."
9. calf
9. The mother cow loves her baby ----.

Step 7 (Simple flash)

7. like
8. calf
9. farmer

Step 8 (Context with no clue)

- | | |
|---------|---|
| 1. farm | 1. Jim and Judy visited a ----- . |
| 2. want | 2. Jim said, "I ----- to ride my bicycle." |
| 3. the | 3. Judy said, "I would like to go to ---- party." |

Step 9 (Partial clue)

- | | |
|--------|---|
| 4. it | 4. Let's play a guessing game. What is --- ? Something you can bounce. What is --- ? It barks. What is --- ? It purrs. |
| 5. car | 5. Mr. Gray pulled on his brake and stopped his ---- in front of Jim's house. |
| 6. in | 6. Jim's toys are kept --- a box. |

Step 10 (Partial clue)

- | | |
|-----------|--|
| 7. calf | 7. The children watched the little (<u>calf</u>) drink milk from a pail. |
| 8. like | 8. "May I help cook?" asked Judy. "Yes", said Mother, "If you -----." |
| 9. farmer | 9. The ----- went to the barn to feed his cow. |

Step 11 (Context with no clue)

- | | |
|--------|---|
| 4. in | 4. Father held Judy up to the letter box. He said, "Put your letter ---the slot." |
| 5. car | 5. Going by the house was a bright red ----. |
| 6. it | 6. Judy brought Mother a button she found. Mother said, "Put --- in my button box." |

Step 12 (Context with no clue)

- | | |
|-----------|--|
| 7. farmer | 7. The man making hay is the ----- . |
| 8. calf | 8. The little ----- licked Judy's hand. |
| 9. like | 9. Father asked, "What would you ----- to do this afternoon ?" |
-

Step 8 (Context with no clue)

1. farm 1. Jim and Judy visited a -----
 2. want 2. Jim said, "I ----- to ride my bicycle."
 3. the 3. Judy said, "I would like to go to ---- party."

Step 9 (Partial clue)

4. it 4. Let's play a guessing game.
 What is --- ? Something you can bounce.
 What is --- ? It barks.
 What is --- ? It purrs.
 5. car 5. Mr. Gray pulled on his brake and stopped his --- in front of Jim's house.
 6. in 6. Jim's toys are kept --- a box.

Step 10 (Partial clue)

7. calf 7. The children watched the little (calf) drink milk from a pail.
 8. like 8. "May I help cook?" asked Judy. "Yes", said Mother, "If you -----."
 9. farmer 9. The ----- went to the barn to feed his cow.

Step 11 (Context with no clue)

4. in 4. Father held Judy up to the letter box. He said, "Is your letter --- the slot?"
 5. car 5. Being by the house was a bright red ----
 6. it 6. Judy brought Mother a button she found. Mother said, "Put --- in my button box."

Step 12 (Context with no clue)

7. farmer 7. The man making hay is the -----
 8. calf 8. The little ----- licked Judy's hand.
 9. like 9. Father asked, "What would you ----- to do this afternoon?"

Step 13 (Phrase practice)

1. Jim and Judy (like the farm).
 2. Father takes them to the farm (in the car).
 3. The farmer said, "(This farm) is a Dairy Farm."
 4. A baby calf was trying to drink milk from a pail.
(The farmer laughed) at his milky face.
 5. (It is fun) to see the farmer milk his cows.
 6. The children said, "We like milk. (We want) some
of the good milk."
-

Step 1 (Obvious clue)

- | | |
|----------|--|
| 1. get | 1. "Jim," said Father, "My pen is in the back." "Please, --- it." |
| 2. hay | 2. Jim and Judy went into the barn to jump in the ---. |
| 3. wagon | 3. The farmer hitched his horse to the ---. |

Step 2 (Simple flash)

1. hay
2. wagon
3. get

Step 3 (Obvious clue)

- | | |
|-----------|--|
| 4. horses | 4. The farmer's --- pull his wagon. |
| 5. up | 5. Where is the moon ? --- in the sky. Where are Santa's reindeer ? --- on the roof- top. Where are the cookies ? --- on the shelf. |

Step 12 (Phrase practice)

1. Jim and Judy (like the farm).
 2. Father takes them to the farm (in the car).
 3. The farmer said, "This farm is a Dairy Farm."
 4. A baby calf was trying to drink milk from a pail.
(The farmer laughed at his milky face.)
 5. (It is fun) to see the farmer milk his cows.
 6. The children said, "We like milk. (We want) some of the good milk."
-

LESSON IV

Refresher Clues

- | | |
|-----------|---|
| 1. want | 1. It was raining and Twinkle did not ----- to go out. |
| 2. in | 2. Judy put Twinkle ---the doll's bed. |
| 3. farm | 3. Jim and Judy saw a little calf at the-----. |
| 4. the | 4. Father said, "I am going to ---- store." |
| 5. car | 5. Judy likes to ride on the street ----. |
| 6. it | 6. "Jim, your wagon is rolling down hill," called Judy. "Run and stop --- !" |
| 7. calf | 7. Tags played with the farmer's ----- . |
| 8. farmer | 8. Jim and Judy rode in the hay wagon with the -----. |
| 9. like | 9. Most children seem to ----- candy. |

Step 1 (Obvious clue)

- | | |
|----------|--|
| 1. get | 1. "Jim," said Father, "My pen is in the desk." "Please ---- it." |
| 2. hay | 2. Jim and Judy went into the barn to jump in the -----. |
| 3. wagon | 3. The farmer hitched his horse to the -----. |

Step 2 (Simple flash)

1. hay
2. wagon
3. get

Step 3 (Obvious clue)

- | | |
|-----------|--|
| 4. horses | 4. The farmer's----- pull his wagon. |
| 5. up | 5. Where is the moon ? ---- in the sky. Where are Santa's reindeer ?-----on the roof- top. Where are the cookies ? -----on the shelf. |

Step 3 (Obvious clue) (continued)

6. on 6. Jim laid the package --- the table.

Step 4 (Simple flash)

4. on
5. up
6. horses

Step 5 (Partial clue)

1. wagon 1. The children watched for Mr. White to come down the street in his milk -----.
2. get 2. The storekeeper did not have what Mother wanted. He said, "I will----it for you."
3. hay 3. The children saw Farmer Brown throw down the ---- for the animal's beds.

Step 6 (Obvious clue)

7. time 7. It's fun to play games and have a good-----.
8. supper 8. After Father comes home at night it is time to eat -----.
9. bed 9. After her prayers had been said, Mother tucked Judy into -----.

Step 7 (Simple flash)

7. supper
8. bed
9. time

Step 8 (Context with no clue)

1. wagon 1. The man sat in his (wagon) calling, "OLD Rags !"
2. hay 2. On the way to the farm we passed a wagon loaded with -----.
3. get 3. "---- up ! Judy," called Jim.

Step 9 (Partial clue)

- | | |
|-----------|--|
| 4. up | 4. Jim and Judy rode --- in an elevator. |
| 5. on | 5. Judy put her rubbers --- the floor. |
| 6. horses | 6. Did you ever see white circus ----- dancing ? |

Step 10 (Partial clue)

- | | |
|-----------|--|
| 7. bed | 7. Twinkle was a naughty kitten. She liked to take a nap right in the middle of Judy's ----. |
| 8. time | 8. Father watched the clock so he would be on -----. |
| 9. supper | 9. Jim and Judy had cereal and fruit for ----. |

Step 11 (Context with no clue)

- | | |
|-----------|---|
| 4. up | 4. He looked ---. |
| 5. horses | 5. Sometimes policemen ride -----. |
| 6. on | 6. Mother said, "Last night we stopped reading --- page ten." |

Step 12 (Context with no clue)

- | | |
|-----------|---|
| 7. bed | 7. Father called, "Time to go to ----." |
| 8. supper | 8. Did you ever go to bed without ----- ? |
| 9. time | 9. Jim and Judy go to bed when Mother says it is -----. |

Step 13 (Phrase practice)

1. Jim and Judy (like horses).
2. They like to sit(up on the wagon) and go to the hay field to (get hay).
3. They like to jump (in the hay).
4. They ride back to the farm at (supper time).
5. They are (on time) for supper.
6. After supper they are so tired they (go to bed).

Step 9 (Partial class)

- 4. up Jim and Judy rode --- in an elevator.
- 5. on Judy put her rippers --- the floor.
- 6. horses Did you ever see white circus --- dancing?

Step 10 (Partial class)

- 7. bed Twinkle was a naughty kitten. She liked to take a nap right in the middle of Judy's ---.
- 8. time Father watched the clock so he would be on ---.
- 9. supper Jim and Judy had cereal and fruit for ---.

Step 11 (Context with no class)

- 4. up He looked ---.
- 5. horses Sometimes policemen ride ---.
- 6. on Mother said, "Last night we stopped reading --- page ten."

Step 12 (Context with no class)

- 7. bed Father called, "Time to go to ---."
- 8. supper Did you ever go to bed without ---?
- 9. time Jim and Judy go to bed when Mother says it is ---.

Step 13 (Phrase practice)

- 1. Jim and Judy (like horses).
- 2. They like to sit up on the wagon) and go to the hay field to (get hay).
- 3. They like to jump (in the hay).
- 4. They ride back to the farm at (supper time).
- 5. They are (on time) for supper.
- 6. After supper they are so tired they (go to bed).

LESSON V

Refresher clues

- | | |
|-----------|---|
| 1. up | 1. "Children," called Mother, "Are you getting -----?" |
| 2. hay | 2. Sometimes hens hide their eggs in the ----. |
| 3. supper | 3. After the farmer fed all the animals it was time for his -----. |
| 4. get | 4. It was time to go home. The children went to ---- their coats. |
| 5. on | 5. The street car stopped and Mother and Judy got ----. |
| 6. wagon | 6. Jim rode down hill in his little red -----. |
| 7. bed | 7. After Judy wiped some dishes, she made her -----. |
| 8. time | 8. Jim said, "We do not need to hurry to school. We have plenty of -----." |
| 9. horses | 9. The merry-go-round has ----- that go up and down. |

Step 1 (Obvious clue)

- | | |
|----------|---|
| 1. right | 1. The children were marching. Left -----, left -----. |
| 2. which | 2. Mother showed Judy a red ribbon and a blue one. She said, "-----one of these do you want?" |
| 3. a | 3. At the beach I saw ---boy swimming ---boat sailing ---crab crawling |

Step 2 (Simple flash)

1. a
2. right
3. which

Step 3 (Obvious clue)

- | | |
|-------------|--|
| 4. birthday | 4. Judy is six years old today. It is her -----. |
| 5. surprise | 5. Judy ate all her dinner so she could give her mother a nice -----. |

Step 3 (Obvious clue) (continued)

6. present 6. The children wanted to buy Mother a Christmas -----.

Step 4 (Simple flash)

4. surprise
5. present
6. birthday

Step 5 (Partial clue)

1. which 1. Jim looked at the bowl of fruit. He could not decide ---- kind to take.
2. a 2. These are some farm animals
 -- horse
 -- cow
 -- calf
 -- pig
3. right 3. Jim and Judy were guessing a riddle. Judy was wrong. Jim was -----.

Step 6 (Obvious clue)

7. to-morrow 7. Today is Monday so -----will be Tuesday.
8. for 8. Jim took Tags --- a walk.
9. make 9. Judy helps Mother. She can -----her bed.

Step 7 (Simple flash)

7. make
8. for
9. to-morrow

Step 8 (Context with no clue)

1. which 1. Judy did not know -----store Mother was in.
2. right 2. Jim writes with his ----- arm.
3. a 3. Jim and Judy bought -- new toy.

Step 3 (Obvious clue) (continued)

6. present 8. The children wanted to buy Mother a Christmas -----

Step 4 (Simple flash)

- 4. surprise
- 5. present
- 6. birthday

Step 5 (Tactical clue)

1. which 1. Jim looked at the bowl of fruit. He could not decide ---- kind to take.

2. a 2. There are some farm animals
-- horse
-- cow
-- calf
-- pig

3. right 3. Jim and Judy were guessing a riddle. Judy was wrong. Jim was -----

Step 6 (Obvious clue)

7. to-morrow 7. Today is Monday so ----- will be Tuesday.

8. for 8. Jim took tags --- a walk.

9. make 9. Judy helps Mother. She can ---- her bed.

Step 7 (Simple flash)

- 7. make
- 8. for
- 9. to-morrow

Step 8 (Context with no clue)

1. which 1. Judy did not know ----store Mother was in.

2. right 2. Jim writes with his ----- arm.

3. a 3. Jim and Judy bought -- new toy.

Step 9 (Partial clue)

- | | |
|-------------|--|
| 4. present | 4. Tags got a new collar for a -----. |
| 5. birthday | 5. Children get presents when they have a -----. |
| 6. surprise | 6. When you think Mother will say "No", and she says "Yes", isn't it a happy ----- ! |

Step 10 (Partial clue)

- | | |
|--------------|--|
| 7. for | 7. The mail man said, "This letter is ---- your Father, Jim." |
| 8. make | 8. The merry-go-round used to ----- me dizzy. |
| 9. to-morrow | 9. "We will not go to Grandmother's today," said Mother. "We will go -----." |

Step 11 (Context with no clue)

- | | |
|-------------|--|
| 4. surprise | 4. Jim asked, "Can you guess the -----, Judy ?" |
| 5. birthday | 5. Jim drew a big red circle around December 5th on the calendar because it was a -----. |
| 6. present | 6. Judy opened her bureau drawer and took out a ----- for Jim. |

Step 12 (Context with no clue)

- | | |
|--------------|---|
| 7. make | 7. Father and Jim like to ---- airplanes. |
| 8. to-morrow | 8. Farmer Brown said, "I have sold all my eggs" "I will have more -----." |
| 9. for | 9. Jim asked, "What does the farmer use this machine ---- ?" |

Step 13 (Phrase practice)

1. Judy wanted to (make a present).
2. It was a (birthday surprise) for Father.
3. Judy said the present was (for tomorrow).
4. Tomorrow was Father's birthday. She wanted to save it for (the right time).
5. Jim made two presents. He could not decide (which present) to give Father.

Step 9 (Partial clue)

4. present 4. Tags got a new collar for a -----
5. birthday 5. Children got presents when they have a -----
6. surprise 6. When you think Mother will say "No", and she says "Yes", isn't it a happy -----!

Step 10 (Partial clue)

7. for 7. The mail man said, "This letter is ---- your father, Jim."
8. make 8. The merry-go-round used to ---- me dizzy.
9. to-morrow 9. "We will not go to Grandmother's today," said Mother. "We will go -----."

Step 11 (Context with no clue)

4. surprise 4. Jim asked, "Can you guess the -----, Judy?"
5. birthday 5. Jim drew a big red circle around December 5th on the calendar because it was a -----
6. present 6. Judy opened her present drawer and took out a ----- for Jim.

Step 12 (Context with no clue)

7. make 7. Father and Jim like to ---- airplanes.
8. to-morrow 8. Farmer Brown said, "I have sold all my eggs. I will have more -----."
9. for 9. Jim asked, "What does the farmer use this machine ----?"

Step 13 (Phrase practice)

1. Judy wanted to (make a present).
2. It was a (birthday surprise) for Father.
3. Judy said the present was (for tomorrow).
4. Tomorrow was Father's birthday. She wanted to save it for (the right time).
5. Jim made two presents. He could not decide (which present) to give Father.

LESSON VI

Refresher clues

- | | |
|-------------|--|
| 1. right | 1. Father gave the man directions. "Go down the street and turn to the -----." |
| 2. surprise | 2. Mother said, "Close your eyes. I have a ----- for you." |
| 3. make | 3. The airplane pilot can -----his plane do stunts. |
| 4. which | 4. Jim was lost. He did not know -----way to go. |
| 5. birthday | 5. Judy had six candles on her----- cake. |
| 6. a | 6. Jim was riding in his wagon. Then he gave Judy --- ride. |
| 7. for | 7. "This is not a real egg," said Mother. "It is ---- darning stockings." |
| 8. tomorrow | 8. "Today is Sunday," said Judy. "We will go to school -----." |
| 9. present | 9. Father took Jim and Judy to a Gift Shop to pick out Mother's -----. |

Step 1 (Obvious clue)

- | | |
|---------|---|
| 1. will | 1. "Who will carry these packages for me?" called Mother. Jim and Judy ran down the walk shouting, "We ----- !" |
| 2. toys | 2. When Christmas time comes Good girls and boys Get from Santa Lots of-----. |
| 3. cut | 3. We use scissors to -----. |

Step 2 (Simple flash)

- | | |
|---------|--|
| 1. toys | 1. Jim and Judy -----go to visit Grandmother for the summer. |
| 2. will | 2. Mother knows how to ----dress out of cloth. |
| 3. cut | 3. Judy cried when she broke one of her favorite -----. |

Step 3 (Obvious clue)

- | | |
|------------|---|
| 4. out | 4. Tags barked to be let -----. |
| 5. painted | 5. The painters came and ----- the house. |
| 6. they | 6. Mother asked Jim and Judy if ----- were tired. |

Step 4 (Simple flash)

- | | |
|------------|--|
| 4. they | |
| 5. out | |
| 6. painted | |

Step 5 (Partial clue)

- | | |
|---------|---|
| 1. cut | 1. Father took out his knife and ---- the string. |
| 2. toys | 2. Boys like boats and planes for -----. |
| 3. will | 3. If you give her some milk, Twinkle ----purr. |

Step 6 (Obvious clue)

- | | |
|----------|--|
| 7. he | 7. Jim called, "Is Father home yet? Is--- ?" |
| 8. ready | 8. "Now we can start," said Father. "We are---." |
| 9. house | 9. Jim said, "I live in this -----." |

Step 7 (Simple flash)

- | | |
|----------|--|
| 7. he | |
| 8. house | |
| 9. ready | |

Step 8 (Context with no clue)

- | | |
|---------|--|
| 1. will | 1. Jim and Judy -----go to visit Grandmother for the summer. |
| 2. cut | 2. Mother knows how to ----dresses out of cloth. |
| 3. toys | 3. Judy cried when she broke one of her favorite -----. |

Step 9 (Partial clue)

- | | |
|------------|--|
| 4. painted | 4. Jim ----- his cart red. |
| 5. out | 5. Jim's bank tipped over and some pennies rolled -----. |
| 6. they | 6. "Did our new books come?"asked Judy. "Did -----?" |

Step 10 (Partial clue)

- | | |
|----------|--|
| 7. ready | 7. Mother said,"Judy, I will comb your hair when you are -----." |
| 8. house | 8. The fire engines stopped at the corner -----. |
| 9. he | 9. Jim made an airplane. Then ---painted it. |

Step 11 (Context with no clue)

- | | |
|------------|---|
| 4. out | 4. Cats do not like to be ----- in the rain. |
| 5. they | 5. Mother called the children. She thought ----- were home. |
| 6. painted | 6. Judy ----- a picture. |

Step 12 (Context with no clue)

- | | |
|----------|--|
| 7. house | 7. The ----- was all dark. |
| 8. ready | 8. "Wait for me", said Jim,"I am not -----." |
| 9. he | 9. Jim shared the apple --- had. |

Step 13 (Phrase practice)

1. The children made wooden toys at school. Some(cut out the toys).
2. They got them (ready for tomorrow).
3. The next day they (painted the toys).
4. Sometimes(they make) toy houses.
5. One boy will (make a house).
6. (He will cut) it out of wood.
7. Then another boy sees that the(house is painted).

LESSON VII

Refresher clues

- | | |
|------------|---|
| 1. cut | 1. Judy likes to ---- out paper dolls. |
| 2. toys | 2. The store window was filled with games and other -----. |
| 3. will | 3. Jim said, "If you hurry, Judy, I ---- wait for you." |
| 4. put | 4. Jim said, "Blow hard, Judy, and you can blow the candle-----." |
| 5. ready | 5. The motor was humming. The airplane was ----- to start. |
| 6. painted | 6. Father built the rabbit house out of lumber. Then it needed to be -----. |
| 7. they | 7. Judy listened to the second grade singing. She said, " I like the song---are singing." |
| 8. house | 8. Father said painters were coming to paint the -----. |
| 9. he | 9. Jim put the bundles in his cart. Then -- pulled them home. |

Step 1 (obvious clue)

- | | |
|---------|---|
| 1. put | 1. Jim picked up his toys and ---- them away. |
| 2. barn | 2. The farmer keeps his cows in a -----. |
| 3. box | 3. The children bought Mother a-----of candy. |

Step 2 (Simple flash)

1. barn
2. box
3. put

Step 3 (Obvious clue)

- | | |
|----------|---|
| 4. good | 4. Children who do the things they should Are often told that they are -----. |
| 5. asked | 5. Mother answered every question the children -----. |
| 6. red | 6. He comes in a sleigh when you are abed He's fat and jolly and dressed in -----. |

Step 4 (Simple flash)

- | |
|----------|
| 4. good |
| 5. red |
| 6. asked |

Step 5 (Partial clue)

- | | |
|---------|--|
| 1. box | 1. Judy keeps her crayons in a -----. |
| 2. put | 2. Judy ---- a penny in her bank. |
| 3. barn | 3. In back of the house was an old gray -----. |

Step 6 (Obvious clue)

- | | |
|-----------|--|
| 7. wheels | 7. Jim loves to ride his cart and feel The turning, turning of the -----/. |
| 8. with | 8. Father took the children to the city----him. |
| 9. no | 9. Seven o'clock was bedtime. Judy was sorry that there was --- time for a story. |

Step 7 (Simple flash)

- | |
|-----------|
| 7. with |
| 8. no |
| 9. wheels |

Step 8 (Context with no clue)

- | | |
|---------|---|
| 1. barn | 1. The-----burned down. |
| 2. put | 2. The teacher told the children to ---- their name on the top line. |
| 3. box | 3. Judy said, "I think that----is too small." |

Step 9 (Partial clue)

- | | |
|----------|---|
| 4. red | 4. Jim painted a sunset of blue, violet, and---. |
| 5. good | 5. Jim and Judy went to a party. They had a ----- time. |
| 6. asked | 6. "May I have another cookie?" Judy----- . |

Step 10 (Partial clue)

- | | |
|-----------|--|
| 7. no | 7. When Mother looked in the cookie box, there were--- cookies left. |
| 8. with | 8. Judy likes books ----- pictures. |
| 9. wheels | 9. A bicycle has two ----- . |

Step 11 (Context with no clue)

- | | |
|----------|--|
| 4. red | 4. Judy picked a ---- rose. |
| 5. asked | 5. Father's friend ----- Jim his name. |
| 6. good | 6. "It was ----- of you to come," said Mother. |

Step 12 (Context with no clue)

- | | |
|-----------|---|
| 7. no | 7. The sign on the building said, "--- dogs allowed." |
| 8. wheels | 8. The wagon ----- made a lot of noise. |
| 9. with | 9. Jim went to the store ----- Father. |

Step 13 (Phrase practice)

1. Jim's cart has (red wheels).
2. He (painted the wheels).
3. He worked (out in the barn).
4. Jim and Judy were making toy houses out of boxes. Judy had (no box).
5. (Judy asked) Jim for a box.
6. Jim had only one so he (cut the box) in half.
7. (They will put) windows and doors in the houses.
8. The houses will make (good toys).
9. They will have fun playing (with the toys).

LESSON VIII

Refresher clues

- | | |
|-----------|---|
| 1. good | 1. Mother said, "While I am gone try to be ----- children." |
| 2. put | 2. "Someone has my rubbers," said Jim. "I----them here." |
| 3. no | 3. Jim couldn't hear Judy through the window so she shook her head to say --- . |
| 4. wheels | 4. Down into the mud went the wagon -----. |
| 5. barn | 5. Judy wanted to watch them milk the cows so she went down to the ----- . |
| 6. box | 6. Mother packed the lunch in a shoe ----- . |
| 7. red | 7. The colors of the flag are ---, white and blue. |
| 8. with | 8. Judy likes cake ----- frosting. |
| 9. asked | 9. The teacher ----- Jim to do an errand. |

Step 1 (Obvious clue)

- | | |
|----------|--|
| 1. ran | 1. Cried the Gingerbread Boy Catch me if you can! As he hopped from the oven And off he ----- ! |
| 2. stick | 2. It's a very good trick To jump over a -----. |
| 3. can | 3. "Can you read this book?" asked auntie. "Yes, I -----," answered Judy. |

Step 2 (Simple flash)

- | |
|----------|
| 1. ran |
| 2. can |
| 3. stick |

Step 3 (Obvious clue)

4. pull 4. The sun was shining in Judy's face. She had to
 ----- down the window shade.
5. into 5. Jim jumped ---- the water.
6. jumped 6. The cat climbed part way up the tree and then
 ----- down.

Step 4 (Simple flash)

4. jumped
5. pull
6. into

Step 5 (Partial clue)

1. stick 1. Jim sawed the ----- of wood in two.
2. ran 2. Jim ----- a race.
3. can 3. Father said to Jim, "Bring me the hammer on the
 top shelf if you ---- reach it."

Step 6 (Obvious clue)

7. all 7. It's fun to have a game of ball
 But flying kites is the best of ---.
8. of 8. Santa said to his reindeer,
 To the top of the house !
 To the top --- the wall !
9. have 9. Baa,baa, black sheep,
 ----- you any wool?

Step 7 (Simple flash)

7. of
8. all
9. have

Step 3 (Obvious clue)

4. pull 4. The sun was shining in Judy's face. She had to
----- down the window shade.
5. into 5. Jim jumped ----- the water.
6. jumped 6. The cat climbed part way up the tree and then
----- down.

Step 4 (Simple flash)

4. jumped
5. pull
6. into

Step 5 (Partial clue)

1. stick 1. Jim sawed the ----- of wood in two.
2. ran 2. Jim ----- a race.
3. can 3. Father said to Jim, "Bring me the hammer on the
top shelf if you ----- reach it."

Step 6 (Obvious clue)

7. all 7. It's fun to have a game of ball
But flying kites is the best of ----.
8. of 8. Santa said to his reindeer,
To the top of the house!
To the top --- the wall!
9. have 9. Mac, Mac, black sheep,
----- you any wool?

Step 7 (Simple flash)

7. of
8. all
9. have

Step 8 (Context with no clue)

- | | |
|----------|--|
| 1. can | 1. What game ---- you think of ? |
| 2. stick | 2. Judy wanted to play hopscotch so she marked the squares with a -----. |
| 3. ran | 3. The boy ---- home. |

Step 9 (Partial clue)

- | | |
|-----------|---|
| 4. into | 4. Judy ran ----- the house. |
| 5. pull | 5. Jim likes to ----- his wagon. |
| 6. jumped | 6. Judy was so happy she ----- up and down. |

Step 10 (Partial clue)

- | | |
|---------|--|
| 7. have | 7. Children ----- fun at parties. |
| 8. of | 8. Judy had a dish ---- ice cream. |
| 9. all | 9. Judy likes carrots. She will eat them ----. |

Step 11 (Context with no clue)

- | | |
|-----------|--|
| 4. into | 4. Tags fell ----- a deep hole. |
| 5. jumped | 5. Tags barked and ----- about. |
| 6. pull | 6. Judy started to ----- on her mittens. |

Step 12 (Context with no clue)

- | | |
|---------|---|
| 7. all | 7. Jim did not know the names of ---- the children. |
| 8. have | 8. The children ---- finished their work. |
| 9. of | 9. What do you think --- that ! |

Step 13 (Phrase practice)

1. The children had fun. They (ran and jumped).
2. The horse went (into the barn).
3. Judy put her kittens into a box. She tried to (pull the box) under the stove.
4. "(All I have) is two cents," said Jim.

Step 13 (Phrase practice) (concluded)

5. Judy (asked Mother) if she could help her with her letters.
6. Judy (can stick) the stamps on.
7. Jim (ran to Father).
8. "Oh, Father," he said, "(All of the wheels) came off my wagon !"

- | | |
|--|--|
| 4. Judy was doing a puzzle. She said, "This is all I ---- do by myself." | 4. Judy was doing a puzzle. She said, "This is all I ---- do by myself." |
| 5. Judy slid down the hill. Then she had to ---- her sled up again. | 5. Judy slid down the hill. Then she had to ---- her sled up again. |
| 6. Judy was running so fast ---- after her. | 6. Judy was running so fast ---- after her. |
| 7. Mother said, "Jim, how many candies ---- you eaten ?" | 7. Mother said, "Jim, how many candies ---- you eaten ?" |
| 8. Judy ---- rode all afternoon. | 8. Judy ---- rode all afternoon. |
| 9. Jim ate a piece --- cake. | 9. Jim ate a piece --- cake. |

Step 1 (Obvious clue)

- | | |
|----------|---|
| 1. happy | 1. We smile when we are ----. |
| 2. thank | 2. Polite children say, "----- you." |
| 3. you | 3. "Judy," called Mother, "where are ----?" |

Step 2 (Simple flash)

1. thank
2. happy
3. you

Step 3 (Obvious clue)

- | | |
|-----------|---|
| 4. played | 4. After their lessons were done, the children ---- games. |
| 5. how | 5. The house we live in is our ----. |
| 6. when | 6. Judy had lunch in the city. ---- it was time to go home. |

LESSON IX

Refresher clues

- | | |
|-----------|--|
| 1. stick | 1. Father threw a ----- for Tags to chase. |
| 2. into | 2. The squirrel was looking for peanuts. He stuck his head ----- Jim's pocket. |
| 3. all | 3. Jim said, "I cannot decide which toy I like best. I like them -----." |
| 4. can | 4. Judy was doing a puzzle. She said, "This is all I ---- do by myself." |
| 5. pull | 5. Judy slid down the hill. Then she had to ----- her sled up again. |
| 6. ran | 6. Judy was running so Tags ---- after her. |
| 7. have | 7. Mother said, "Jim, how many candies ----- you eaten?" |
| 8. jumped | 8. Judy ----- rope all afternoon. |
| 9. of | 9. Jim ate a piece --- cake. |

Step 1 (Obvious clue)

- | | |
|----------|---|
| 1. happy | 1. We smile when we are -----. |
| 2. thank | 2. Polite children say, "----- you." |
| 3. you | 3. "Judy," called Mother, "where are ----?" |

Step 2 (Simple flash)

1. thank
2. happy
3. you

Step 3 (Obvious clue)

- | | |
|-----------|--|
| 4. played | 4. After their lessons were done, the children ----- games. |
| 5. home | 5. The house we live in is our ----- . |
| 6. then | 6. Judy had lunch in the city. ----- it was time to go home. |

Step 4 (Simple flash)

4. then
5. home
6. played

Step 5 (Partial clue)

- | | |
|----------|--|
| 1. you | 1. Jim said, "Father, may I go with ----?" |
| 2. thank | 2. Jim wants to ----- Bill for his birthday present. |
| 3. happy | 3. We do kind things to make others ----- . |

Step 6 (Obvious clue)

- | | |
|--------------|--|
| 7. children | 7. They come to school to learn. Who are they -----. |
| 8. cakes | 8. They are covered with frosting. People have them for birthdays. What are they ? -----. |
| 9. ice cream | 9. It is cold. It tastes good. Some like vanilla and some, chocolate. What is it ? ---- -----. |

Step 7 (Simple flash)

7. cakes
8. children
9. ice cream

Step 8 (Context with no clue)

- | | |
|----------|--|
| 1. you | 1. "Oh, there you are," said Mother. "I did not know where ----- were !" |
| 2. happy | 2. What a ----- day we have had ! |
| 3. thank | 3. Every day we ----- people for things they have done. |
-

Step 9 (Partial clue)

- | | |
|-----------|---|
| 4. home | 4. After school is over, children go -----. |
| 5. played | 5. Judy and Sally ----- house. |
| 6. then | 6. The teacher said, "Fold your paper, ----- write your name." |

Step 10 (Partial clue)

- | | |
|--------------|---|
| 7. ice cream | 7. What tastes good on a warm summer day ? --- ----- . |
| 8. children | 8. Who like to listen to stories ? ----- . |
| 9. cakes | 9. Mother served tiny ----- with the ice cream. |

Step 11 (Context with no clue)

- | | |
|-----------|--|
| 4. then | 4. Judy said, " I did not go to the play. I was not in school -----." |
| 5. played | 5. The children----- until it was time to go home. |
| 6. home | 6. Mother was not at ----- . |

Step 12 (Context with no clue)

- | | |
|--------------|--|
| 7. cakes | 7. Some people like plain ----- best. |
| 8. ice cream | 8. Mother brought Jim and Judy home some --- -----. |
| 9. children | 9. Father and the ----- went for a walk. |

Step 13 (Phrase practice)

1. All day Saturday Judy (played at home).
2. (All of the children) came to Jim's party.
3. They played games. Then they had (cakes and ice cream).
4. "Tags(can have ice cream) too," said Jim.
5. "No", said Judy, "He will be sick. He has eaten(all of the
cakes).
6. Then(the happy children) had to go home.
7. Jim said, "I like my nice presents. (Thank you) very much."

LESSON X

Refresher clues

- | | |
|--------------|---|
| 1. ice cream | 1. Mother made some ---- - in the Frigidaire. |
| 2. happy | 2. Judy had been having a good time all day. She said, "This has been a very ---- day." |
| 3. played | 3. Jim and Bill ----- store. |
| 4. children | 4. The circus clown makes all the ---- laugh. |
| 5. thank | 5. Jim wrote a letter to Grandfather to say -----you for his birthday present. |
| 6. then | 6. The children finished their ice cream and cake. ----- the party was over. |
| 7. you | 7. Bill said, "I will walk to school with ----, Jim." |
| 8. cakes | 8. Judy helped Mother. She frosted all the ----- . |
| 9. home | 9. Sally wanted Judy to go ----- with her. |

Step 1 (Obvious clue)

- | | |
|--------------|--|
| 1. airplanes | 1. When Jim heard a zooming sound he looked up in the sky and saw a lot of ----- . |
| 2. looked | 2. Judy lost her doll's bonnet. She ----- everywhere for it. |
| 3. threw | 3. Judy went to the back door and -----crumbs to the birds. |

Step 2 (Simple flash)

- | |
|--------------|
| 1. threw |
| 2. looked |
| 3. airplanes |
-

Step 3 (Obvious clue)

- | | |
|---------|---|
| 4. an | 4. Did you ever see --- animal that could talk ? --- airplane without wings ? |
| 5. look | 5. Before you cross the street, you should stop. ----- and listen. |
| 6. not | 6. "Who will help me plant the wheat?" said the Little Red Hen. "-----I !" said the pig. "----- I !" said the cat. |

Step 4 (Simple flash)

4. look
5. an
6. not

Step 5 (Partial clue)

- | | |
|--------------|---|
| 1. looked | 1. The children -----at the pictures in their new book. |
| 2. threw | 2. Jim ----- the ball to Bill. |
| 3. airplanes | 3. These are things that fly in the air. Birds, kites, balloons, ----- . |

Step 6 (Obvious clue)

- | | |
|-----------|--|
| 7. little | 7. Mother is a grown-up. Judy is a -----girl. |
| 8. yes | 8. Which is the answer ?----- or No ? |
| 9. got | 9. Jim went out in the rain and ----- his feet wet. |

Step 7 (Simple flash)

7. got
8. little
9. yes
-

Step 8 (Context with no clue)

- | | |
|--------------|--|
| 1. threw | 1. Mother ----- her coat over the chair. |
| 2. airplanes | 2. Jim made some toy -----. |
| 3. looked | 3. Jim ----- at Judy and began to laugh. |

Step 9 (Partial clue)

- | | |
|---------|---|
| 4. not | 4. "It is too rainy," said Judy, "I can ---- go out." |
| 5. an | 5. Father brought home some surprises. He brought -----easel so Judy could paint. -----airplane for Jim to build. |
| 6. look | 6. Jim lost his ball so he started to ----- for it. |

Step 10 (Partial clue)

- | | |
|-----------|--|
| 7. yes | 7. "Oh, Mother," said Jim. "I want to go very much. Won't you please say -----?" |
| 8. got | 8. After a while the children ---- tired of playing tag. |
| 9. little | 9. The Elves were tiny men so they lived in a ----- house. |

Step 11 (Context with no clue)

- | | |
|---------|--|
| 4. look | 4. Judy climbed to the top of the jungle gym. "Oh, ---- where I am !" she cried. |
| 5. not | 5. "I will be late," said Father, "so do ---- wait." |
| 6. an | 6. Jim and Judy like fruits. Jim chose -- orange. Judy chose -- apple. |

Step 12 (Context with no clue)

- | | |
|-----------|---|
| 7. got | 7. Bill said he would wait if he --- there first. |
| 8. yes | 8. Father answered, "----." |
| 9. little | 9. A thing that is not big is ----- . |

Step 13 (Phrase practice)

1. The boys (played airplanes).
2. Jim and Judy (got home) early.
3. Tags brought back the ball that (Jim threw).
4. When you smile you (look happy).
5. Judy thought the new baby (looked little).
6. "Will you have some milk?" asked Mother. ("Yes, thank you")
Jim replied.
7. Jim stopped at the corner. (Then looked) both ways.
8. Jim looked at the sky. (Not an airplane) was in sight.
9. The children helped with the party. Jim (got the ice cream).

Step 1 (Obvious clues)

- | | |
|--------|---|
| 1. saw | 1. We went to the airport. Airplanes, hangars, and beacon lights are things I |
| 2. at | 2. Jim and Judy spent the summer -- the beach. |
| 3. my | 3. All the little old women would cry. "Dearie me!" Oh me, Oh-----!" |

Step 2 (Simple flash)

1. at
2. saw
3. my

LESSON XI

Refresher clues

- | | |
|--------------|--|
| 1. gpt | 1. "Look !" said Judy, "See what I ---- in the grab bag !" |
| 2. airplanes | 2. Jim and Judy went to the airport and saw a lot of -----. |
| 3. look | 3. The little boy forgot to ----- before he crossed the street. |
| 4. yes | 4. "Would you like to hear a story ?" asked the teacher. "Oh ---- !" cried the children. |
| 5. threw | 5. Sally ----- the bean bag to Judy. |
| 6. little | 6. Judy likes ----- dolls better than big ones. |
| 7. looked | 7. Judy put her hat on backwards. She didn't know how funny she -----. |
| 8. not | 8. Jim was so tired he could ---- hurry. |
| 9. an | 9. "Oh look !" said Jim, "----airplane !" |

Step 1 (Obvious clue)

- | | |
|--------|--|
| 1. saw | 1. We went to the airport. Airplanes, hangars, and beacon lights are things I -----. |
| 2. at | 2. Jim and Judy spent the summer ---the beach. |
| 3. my | 3. All the little old woman would cry, Was "Dearie me !" Oh me, Oh----- !" |

Step 2 (Simple flash)

- | | |
|--------|--|
| 1. at | |
| 2. saw | |
| 3. my | |

LESSON XI

Refresher clues

1. got 1. "Look!" said Judy, "See what I --- in the grab bag!"
2. airplanes 2. Jim and Judy went to the airport and saw a lot of -----.
3. look 3. The little boy forgot to ----- before he crossed the street.
4. yes 4. "Would you like to hear a story?" asked the teacher. "Oh ----!" cried the children.
5. threw 5. Sally ----- the bear bag to Judy.
6. little 6. Judy likes ----- dolls better than big ones.
7. looked 7. Judy put her hat on backwards. She didn't know how funny she -----.
8. not 8. Jim was so tired he could ---- hurry.
9. an 9. "Oh look!" said Jim, "-----airplane!"

Step 1 (Previous clues)

1. saw 1. We went to the airport. Airplanes, hangars, and beacon lights are things I -----.
2. at 2. Jim and Judy spent the summer ---the beach.
3. my 3. All the little old women would cry, "Was"Dearie me!" "Oh me, Oh-----!"

Step 2 (Simple flash)

1. at
2. saw
3. my

Step 3 (Obvious clue)

- | | |
|------------|---|
| 4. airport | 4. It is a large place where airplanes land and take off. It is where you go to get on a plane. It is an -----. |
| 5. big | 5. Some dogs are very small. Others are ----. |
| 6. do | 6. Mother will do her work and Judy will --- hers. |

Step 4 (Simple flash)

4. airport
5. do
6. big

Step 5 (Partial clue)

- | | |
|--------|--|
| 1. my | 1. Judy said, "These are girls' toys. They are mine." ---- doll. ---- doll's bed. ---- tea set. |
| 2. saw | 2. Judy looked in the water and ----herself. |
| 3. at | 3. During the day, Father was --- work. |

Step 6 (Obvious clue)

- | | |
|----------|--|
| 7. was | 7. The King was in his counting house counting out his money. The Queen---- in the parlor eating bread and honey. |
| 8. white | 8. Tinker Bell, the fairy, Spread a dazzling light As she flitted here and there In her gown of -----. |
| 9. know | 9. The teacher showed Judy how to use her new water color paints, because Judy did not ----- how. |

Step 7 (Simple flash)

7. know
8. was
9. white

Step 8 (Context with no clue)

- | | |
|--------|--|
| 1. saw | 1. Jim ---- Father coming up the street. |
| 2. my | 2. Mother said, "Please bring me ---sewing basket." |
| 3. at | 3. Mother said, "On your way home, please stop --- the store." |

Step 9 (Partial clue)

- | | |
|------------|--|
| 4. big | 4. Do you like:- little or --- books? tiny toys or ---- toys ? |
| 5. airport | 5. It is a place where people start for a trip. It is not a station or a dock. It is the ----- . |
| 6. do | 6. Mother said, "Come right home from school." ---- not stop to play." |

Step 10 (Partial clue)

- | | |
|----------|--|
| 7. white | 7. This color makes me think of snow or cotton. It is ----- . |
| 8. was | 8. Ting a ling a ling ! The postman---- at the door. |
| 9. know | 9. Jim asked, "How many ----- the answer to my riddle ?" |

Step 11 (Context with no clue)

- | | |
|------------|---|
| 4. do | 4. Always ---- your best. |
| 5. airport | 5. Mother and the children met Father at the -----. |
| 6. big | 6. Sally lives in a ---- white house. |

Step 12 (Context with no clue)

- | | |
|----------|--|
| 7. know | 7. "Do you ---- that girl?" asked Sally. |
| 8. white | 8. Judy wrote her letter on a piece of ----- note paper. |
| 9. was | 9. After school Jim ---- very hungry. |

Step 13 (Phrase practice)

1. Jim and Judy visited (a big airport).
2. They had fun (at the airport).
3. They (saw a big airplane).
4. (An airplane) looks big on the ground
but it (looked little) in the air.
5. Jim said, ("My little airplane) is just like that big one."
6. "How many planes are at this airport?" asked Jim.
Father said, "I (do not know)."
7. Jim saw something in the sky that (looked white).
What (was it) ?
It was a parachute coming down.

Step 1 (Obvious clue)

- | | |
|---------|---|
| 1. can | 1. Jim said, "When I grow up, if I can, I'd like to be a police-----." |
| 2. flew | 2. The airplane ----- over Jim's house. |
| 3. over | 3. Hi Middle Middle, the cat and the fiddle, The boy jumped ----- the wisp. |

Step 2 (Simple flash)

1. can
2. over
3. flew

LESSON XII

Refresher clues

- | | |
|------------|---|
| 1. white | 1. Judy looked out. The ground was snowy-----. |
| 2. airport | 2. Father had to get the ten o'clock plane so Mother drove him to the -----. |
| 3. saw | 3. We went to the zoo and ----the elephants. |
| 4. big | 4. Clowns wear make-believe faces with very---- noses. |
| 5. my | 5. Jim said, "These are boys' toys. They are mine." --- airplane --- train --- truck |
| 6. was | 6. The children watched the magician. The box he showed them ---- empty. |
| 7. at | 7. The delivery truck stopped---Jim's house. |
| 8. know | 8. When Tags fell into the mud puddle, Father did not ---- him. |
| 9. do | 9. Jim turned a somersault. Judy said, "I can --- that, too." |

Step 1 (Obvious clue)

- | | |
|---------|---|
| 1. man | 1. Jim said, "When I grow up, If I can, I'd like to be A police-----." |
| 2. flew | 2. The airplane ----- over Jim's house. |
| 3. over | 3. Hi diddle diddle, the cat and the fiddle, The cow jumped ----- the moon. |

Step 2 (Simple flash)

1. man
2. over
3. flew

Step 3 (Obvious clue)

- | | |
|---------|--|
| 4. but | 4. Mother said, "I meant to stop at the store, ---- I forgot." |
| 5. see | 5. Judy played a game with me "I'm hiding, she said, "where you can't----!" |
| 6. city | 6. It has many streets and lots of tall build- ings. Many fathers work there. It is the -----. |

Step 4 (Simple flash)

4. see
5. but
6. city

Step 5 (Partial clue)

- | | |
|---------|--------------------------------------|
| 1. over | 1. Judy sang the song ----- again. |
| 2. man | 2. Our janitor is a very kind -----. |
| 3. flew | 3. The robin ----- to a nearby tree. |

Step 6 (Obvious clue)

- | | |
|---------|---|
| 7. down | 7. A see-saw goes up and -----. |
| 8. back | 8. The train which hurries along the track Carries folks to the city And then comes -----. |
| 9. came | 9. The little lost kitten Seemed lovable and tame, We called him this and called him that But couldn't learn his name. So how were we to know From where he ---- ! |

Step 7 (Simple flash)

7. came
8. back
9. down

Step 8 (Context with no clue)

- | | |
|---------|---|
| 1. flew | 1. Jim and Judy ----- their kites. |
| 2. man | 2. A ----- was waving at Jim. |
| 3. over | 3. Judy put the blanket ----- her doll. |

Step 9 (Partial clue)

- | | |
|---------|--|
| 4. city | 4. Every morning Father goes to the -----. |
| 5. see | 5. Jim said, "I can ----- the moon tonight." |
| 6. but | 6. Jim said he was ready ----- Judy was not. |

Step 10 (Partial clue)

- | | |
|---------|--|
| 7. back | 7. The teacher put chairs in the ----- of the room for the grownups. |
| 8. came | 8. Bill ----- to Jim's birthday party. |
| 9. down | 9. Judy ran so fast she fell -----. |

Step 11 (Context with no clue)

- | | |
|---------|--|
| 4. but | 4. "I would like to come," said Mother, "----- I am going away." |
| 5. see | 5. What is that queer thing I ----- ? |
| 6. city | 6. Some people do not like a big -----. |

Step 12 (Context with no clue)

- | | |
|---------|---|
| 7. back | 7. "Jim," called Father, "Come-----." |
| 8. down | 8. The milkman set the milk bottles ----- on the porch. |
| 9. came | 9. The snowflakes ----- floating down. |
-

Step 13 (Phrase practice)

1. Jim and Judy (flew over the city) in an airplane.
2. They could (see the city).
3. The city (was big).
4. Father said, "What (do you see) ?"
5. Judy said, "I see (a white city)."
6. "(Do you know) what that is down below ?" asked Jim.
7. Then they (came back) to the airport.
8. The plane (came down).
9. The children (saw a man) loading mail on a plane.

Step 1 (Obvious clue)

1. where 1. The children were playing hide and seek.
"----- will I hide?" thought Jim.
2. call 2. Mother went to the phone and made a tele-
phone -----.
3. barked 3. "Bow wow ! Bow wow !"----- Tagg.

Step 2 (Simple clues)

1. call
2. where
3. barked

LESSON XIII

Refresher clues

- | | |
|---------|---|
| 1. city | 1. Grandmother did not live in the country. She lived in the -----. |
| 2. flew | 2. The little bird perched on a branch nearby and then ----- away. |
| 3. came | 3. Mother was waiting outside the school building. Then the children -----. |
| 4. see | 4. Judy said, "It is so dark outside I cannot -----." |
| 5. back | 5. Father carried one suitcase to the car and then came ----- for the other. |
| 6. man | 6. Judy dressed up like a lady. Jim put on Father's hat so he would look like a -----. |
| 7. down | 7. Jim and Judy were in a tall building. The people on the street seemed very small as they looked -----. |
| 8. but | 8. Jim said, "Father is not home---- I think he will be home soon." |
| 9. over | 9. Mother taught Jim and Judy to put toys away so people would not trip ----- them. |

Step 1 (Obvious clue)

- | | |
|-----------|---|
| 1. where | 1. The children were playing hide and seek. "----- will I hide?" thought Jim. |
| 2. call | 2. Mother went to the phone and made a telephone -----. |
| 3. barked | 3. "Bow wow ! Bow wow !"----- Tags. |

Step 2 (Simple flash)

1. call
2. where
3. barked

Step 3 (Obvious clue)

- | | |
|---------|---|
| 4. cat | 4. Judy loves to pat and pat Her soft and cuddly pussy ----. |
| 5. did | 5. Judy said to Sally, "You ran faster than I ----." |
| 6. took | 6. Father did not drive his car to the city. He ----- a train. |

Step 4 (Simple flash)

- | | |
|---------|--|
| 4. took | |
| 5. did | |
| 6. cat | |

Step 5 (Partial clue)

- | | |
|-----------|--|
| 1. barked | 1. Tags wanted to come in so he stood at the door and ----- . |
| 2. call | 2. Apples and oranges, Delicious fruit for all Oranges and apples ! The peddler man would -----. |
| 3. where | 3. Judy did not know ----- Twinkle was hiding. |

Step 6 (Obvious clue)

- | | |
|----------|--|
| 7. mew | 7. Cats say it. -----, ----- . |
| 8. train | 8. It is pulled by an engine. It carries people and freight. It is a -----. |
| 9. are | 9. Jim and Judy were playing hide and seek. When Judy found Jim she called, "Oh, there you -----." |

Step 7 (Simple flash)

- | | |
|----------|--|
| 7. mew | |
| 8. are | |
| 9. train | |

Step 8 (Context with no clue)

- | | |
|-----------|--|
| 1. call | 1. "It is time for Jim to come home." "Please ----- him, Judy," said Mother. |
| 2. barked | 2. Every time an automobile went by, the little yellow dog ----- at it. |
| 3. where | 3. The man said, "Can you tell me ----- Mrs. Jones lives?" |

Step 9 (Partial clue)

- | | |
|---------|---|
| 4. did | 4. Jim said, "Billy is doing the same puzzle that I ---- yesterday." |
| 5. cat | 5. She likes a saucer of cream, a catnip mouse, a warm fireside. Who is she? A -----. |
| 6. took | 6. Judy went to the library. She ----- her book back. |

Step 10 (Partial clue)

- | | |
|----------|--|
| 7. train | 7. Jim likes to go to the station and watch for Father's ----- to come. |
| 8. mew | 8. Twinkle was hungry. She said, "-----, -----!" |
| 9. are | 9. "Who is ready for a ride in the car?" asked Father. Jim and Judy both cried, "We -----!" |

Step 11 (Context with no clue)

- | | |
|---------|---|
| 4. did | 4. The children ---- their work carefully. |
| 5. took | 5. Mother----- Jim to the dentist. |
| 6. cat | 6. He wandered around crying and looking for a home. He was a poor old alley -----. |

Step 12 (Context with no clue)

- | | |
|----------|---|
| 7. are | 7. Judy was arranging the seats for their play. "The Kindergarten children should sit in front," she said, "because we are taller than they -----." |
| 8. train | 8. Judy rode to the city on a -----. |
| 9. mew | 9. Jim heard something cry "----!" |

Step 8 (Context with no clue)

- 1. call 1. "It is time for him to come home." "Please
- 2. barked 2. Every time an automobile went by, the little
- 3. where 3. The man said, "Can you tell me ----- Mrs.

Step 9 (Partial clue)

- 4. bid 4. Jim said, "Billy is doing the same puzzle
- 5. cat 5. She likes a saucer of cream, a certain mouse,
- 6. took 6. Judy went to the library. She ----- her

Step 10 (Partial clue)

- 7. train 7. Jim likes to go to the station and watch
- 8. mew 8. Twinkle was angry. She said, "-----"
- 9. are 9. Who is ready for a ride in the car? asked

Step 11 (Context with no clue)

- 4. bid 4. The children ----- their work carefully.
- 5. took 5. Mother ----- him to the dentist.
- 6. cat 6. He wandered around crying and looking for

Step 12 (Context with no clue)

- 7. are 7. Judy was arranging the seats for their play.
- 8. train 8. Judy rode to the city on a -----.
- 9. mew 9. Jim heard something cry "-----!"

Step 13 (Phrase practice)

1. Jim and Judy went (on a train).
2. They (took the cat) with them.
3. Judy had to (call and call) Twinkle.
4. ("Where are you?") Twinkle,"she called.
5. Then she heard(a little mew).
6. At the station a big dog(barked at the cat).
7. Jim said,"(Did you see) that big dog?"
8. Then (the train came).
9. The train to the city(took back) many packages.

Step 1 (Verbena class)

1. here 1. Twinkle called "Where are you?"
2. black 2. Twinkle called "Where are you?"
3. now 3. Twinkle called "Where are you?"

Step 2 (Verbena class)

1. now
2. here
3. black

Step 18 (Phrase practice)

1. Jim and Judy went (on a train).
2. They took the cat with them.
3. Judy had to call and call Twinkle.
4. ("Where are you?" Twinkle, she called.
5. Then she heard a little mew).
6. At the station a big dog (barked at the cat).
7. Jim said, "Did you see that big dog?"
8. Then (the train came).
9. The train to the city (took back) many packages.

LESSON XIV

Refresher clues

- | | |
|-----------|---|
| 1. where | 1. The children did not know ----- Tags had gone. |
| 2. mew | 2. When the mother cat washed its face, the kitten went "-----!" |
| 3. call | 3. Did you ever hear the motorman on the trolley ----- out the stops ? |
| 4. cat | 4. The little girl stooped down and picked up the little black-----. |
| 5. did | 5. On the way home from school, Jim ---- an errand. |
| 6. train | 6. The man at the station gets the baggage ready to go on the -----. |
| 7. barked | 7. Tags jumped up and down and ----- . |
| 8. took | 8. Jim went to the store. He ----- his wagon so he could pull the bundles home. |
| 9. are | 9. A baby is smaller than you ----. |

Step 1 (Obvious clue)

- | | |
|----------|---|
| 1. here | 1. Father called, "I am down cellar. Please come down -----." |
| 2. black | 2. Christmas colors are red and green. Halloween colors are orange and -----. |
| 3. cows | 3. They are the animals whose milk we drink. -----. |

Step 2 (Simple flash)

- | |
|----------|
| 1. cows |
| 2. here |
| 3. black |
-

Step 3 (Obvious clue)

- | | |
|---------|--|
| 4. milk | 4. At school lunch time most of us drink-----. |
| 5. some | 5. Jim had a box of candy. Judy wanted -----. |
| 6. eggs | 6. Hens lay -----. |

Step 4 (Simple flash)

- | |
|---------|
| 4. milk |
| 5. eggs |
| 6. some |

Step 5 (Partial clue)

- | | |
|----------|--|
| 1. black | 1. Witches always seem to have -----cats. |
| 2. here | 2. Mother called, "Judy, I want to comb your hair. Please come -----." |
| 3. cows | 3. Jim liked to watch the farmer milk the -----. |

Step 6 (Obvious clue)

- | | |
|------------|--|
| 7. hens | 7. In the barnyard Jim saw some baby chicks and two mother -----. |
| 8. biggest | 8. Judy made a small snow man. Jim made one a little bigger. He said, "I think mine is the -----." |
| 9. rooster | 9. Who crows and wakes the farmer up ? The -----. |

Step 7 (Simple flash)

- | |
|------------|
| 7. biggest |
| 8. rooster |
| 9. hens |

Step 8 (Context with no clue)

- | | |
|----------|---|
| 1. here | 1. "Sally missed the painting lesson because she was not ----- yesterday," said Judy. |
| 2. cows | 2. In the pasture were some brown ----- . |
| 3. black | 3. Mother bought a new ----- hat. |

Step 9 (Partial clue)

- | | |
|---------|--|
| 4. some | 4. Jim drank all his milk and then wanted ----- more. |
| 5. eggs | 5. It is fun to go into the hen house and look for -----. |
| 6. milk | 6. After school Judy ate some cookies and drank a big glass of ----- . |

Step 10 (Partial clue)

- | | |
|------------|---|
| 7. hens | 7. Judy liked to feed the chickens and -----. |
| 8. rooster | 8. The children looked into the hen yard. They saw hens, chickens, and a -----. |
| 9. biggest | 9. Fishing into the grab bag, Jim pulled out the ----- package. |

Step 11 (Context with no clue)

- | | |
|---------|--|
| 4. eggs | 4. Mother cooked ---- for lunch. |
| 5. milk | 5. The grocery man brought a dozen eggs, a bag of flour, and a bottle of -----. |
| 6. some | 6. Mother looked out to see who was at the door. "Judy," she said, "Here are ----- of your playmates." |

Step 12 (Context with no clue)

- | | |
|------------|--|
| 7. rooster | 7. Jim fed grain to the big black ----- . |
| 8. hens | 8. The farmer had over two hundred -----. |
| 9. biggest | 9. Bill has the ----- dog in the neighborhood. |

Step 13 (Phrase practice)

1. The farmer has some (black and white cows).
2. He will (milk the cows).
3. The barn cat said, "(Mew, mew)."
4. "I want (some milk)."
5. Most of the milk is put into big pans which the farmer takes to (the milk train).
6. Judy heard the (black hen) cackling.
7. (Where did) the black hen lay her egg ?
8. Judy went searching. Then she called, "(Here are the eggs)."
9. She (took some eggs) to the farm house.
10. Jim heard (the rooster call).
11. He was Jim's favorite, (the biggest rooster) on the farm.

Step 1 (Obvious class)

1. animal 1. Dog, cat, horse. Each one is an _____.
2. am 2. "Listen to the music," said the teacher.
"Who is listening for the drums?"
"I am," said Jim.
"Who is listening for the bell?"
"I am," said Judy.
3. no 3. He was counting some gumballs. "One for you and one for _____," he said.

Step 2 (Simple flash)

1. am
2. animal
3. no

LESSON XV

Refresher clues

- | | |
|------------|--|
| 1. cows | 1. The children went down to the pasture to help bring the ----- home. |
| 2. some | 2. Judy looked in the cookie jar. "There are still ----- left," she said. |
| 3. here | 3. Jim said, "I have looked through this drawer twice, and my mittens are not ----." |
| 4. milk | 4. When babies are very small, all they drink is -----. |
| 5. black | 5. Jim colored the cows ----- and white. |
| 6. rooster | 6. The biggest animal in the hen yard was the -----. |
| 7. hens | 7. Jim liked the speckled ones better than the other -----. |
| 8. biggest | 8. The children were guessing large and small animals. Jim said, "The elephant is the ----- one I know." |
| 9. eggs | 9. Jim went to the store and bought a dozen -----. |

Step 1 (Obvious clue)

- | | |
|-----------|--|
| 1. animal | 1. Dog, cat, horse. Each one is an -----. |
| 2. am | 2. "Listen to the music," said the teacher. "Who is listening for the drums?" "I ---," said Jim. "Who is listening for the bells?" "I ---," said Judy. |
| 3. me | 3. Jim was counting some gumdrops. "One for you and one for ----," he said. |

Step 2 (Simple flash)

1. am
2. animal
3. me

Step 3 (Obvious clue)

- | | |
|-----------|--|
| 4. bigger | 4. Jim kept blowing up his balloon. It got ----- and ----- . |
| 5. than | 5. The teacher measured the children. Sally was taller ----- Judy. |
| 6. been | 6. Mother said, "I have been looking for you. Where have you ----- ?" |

Step 4 (Simple flash)

- | | |
|-----------|--|
| 4. been | |
| 5. bigger | |
| 6. than | |

Step 5 (Partial clue)

- | | |
|-----------|---|
| 1. me | 1. "This coat is getting too small for ----," said Judy. |
| 2. am | 2. Jim was hiding from Judy. "Come find me," he called. "Here I ----." |
| 3. animal | 3. A giraffe is a very tall ----- . |

Step 6 (Obvious clue)

- | | |
|---------|---|
| 7. had | 7. Judy bought a little doll. The money she used was money she ---- saved. |
| 8. from | 8. Mother looked at her letter. "It is ---- Grandmother," she said. |
| 9. she | 9. There was an old woman who lived in a shoe. ---- had so many children she didn't know what to do ! |

Step 7 (Simple flash)

- | | |
|---------|--|
| 7. from | |
| 8. she | |
| 9. had | |
-

Step 8 (Context with no clue)

- | | |
|-----------|---|
| 1. am | 1. "How happy I ----!" said Jim. |
| 2. me | 2. Mother said to Jim, "If you will go to the store, it will be a great help to ---." |
| 3. animal | 3. At the zoo, Jim and Judy saw a very strange -----. |

Step 9 (Partial clue)

- | | |
|-----------|---|
| 4. than | 4. Cows are bigger ----- calves. |
| 5. been | 5. Pussy cat, pussy cat, where have you ----? |
| 6. bigger | 6. "My," said Grandmother, "Every time I see you, you have grown ----- !" |

Step 10 (Partial clue)

- | | |
|---------|---|
| 7. she | 7. Mother told Judy that ---- must be home before dark. |
| 8. had | 8. "Oh dear," cried Jim, "I've lost the nickel I ---- for milk !" |
| 9. from | 9. The children ran all the way home ---- school. |

Step 11 (Context with no clue)

- | | |
|-----------|--|
| 4. bigger | 4. Tags will need a new collar if he gets any ----- . |
| 5. been | 5. Judy told Sally she had ----- visiting her Grandmother. |
| 6. than | 6. Jim runs faster ----- Judy. |

Step 12 (Context with no clue)

- | | |
|---------|---|
| 7. she | 7. Judy told Sally that ---- would play with her. |
| 8. from | 8. The birthday card said, "To Judy ---- Jim." |
| 9. had | 9. Judy counted the cards she ----- . |

Step 13 (Phrase practice)

1. Judy saw a (big black animal).
2. It was (the biggest animal) she had seen on the farm.
3. It was (bigger than) the black and white cow.
4. "This is a lively animal, Judy," said the farmer. "Watch him (from here)."
5. When Jim called, Judy answered, "(Here I am)."
6. She had forgotten about Jim because (she had been) so busy.
7. All morning long (the cows had been) in the pasture.
8. The children helped bring them home. Jim said, "The cows will not run away (from me)."
9. Judy noticed that brown cow was slower (than some).
10. "Come, brown cow," called Judy, "We want (to milk you)."

Step 1 (Obvious clue)

- | | |
|-------------|--|
| 1. story | 1. Every night at bedtime Mother told the children a -----. |
| 2. tell | 2. "Jim is guessing the riddle," said Judy. "If you know the answer, please don't ----." |
| 3. chickens | 3. They are hiding under mother hen's wings. They are fluffy and yellow. What are they? -----. |

Step 2 (Simple flash)

1. chickens
2. story
3. tell

Step 3 (Obvious clue)

- | | |
|-----------|--|
| 4. yellow | 4. Judy wanted to paint the sun so she dipped her brush in the ---- paint. |
| 5. people | 5. If you go to the city, you will see great crowds of -----. |
| 6. store | 6. Mother was going to buy Judy a new coat in the big -----. |

LESSON XVI

Refresher clues

- | | |
|-----------|---|
| 1. am | 1. Jim looked at the school clock. "I ---- early," he said. |
| 2. bigger | 2. That box is too small. We need a -----one. |
| 3. animal | 3. A lion is called a wild ----- . |
| 4. from | 4. Father brought apples back ----the farm. |
| 5. been | 5. Jim said, "Father has ----- away all week." |
| 6. me | 6. Jim threw a ball to Tags. "Now, Tags," he said, "Bring the ball to -----." |
| 7. had | 7. It was late so Jim ---- to hurry. |
| 8. than | 8. Judy can jump rope faster ----- Jim. |
| 9. she | 9. The kitten wanted some milk. "Mew, mew," --- said. |

Step 1 (Obvious clue)

- | | |
|-------------|--|
| 1. story | 1. Every night at bedtime Mother told the children a ----- . |
| 2. tell | 2. "Jim is guessing the riddle," said Judy. "If you know the answer, please don't ---." |
| 3. chickens | 3. They are hiding under mother hen's wings. They are fluffy and yellow. What are they ? ----- . |

Step 2 (Simple flash)

1. chickens
2. story
3. tell

Step 3 (Obvious clue)

- | | |
|-----------|--|
| 4. yellow | 4. Judy wanted to paint the sun so she dipped her brush in the ---- paint. |
| 5. people | 5. If you go to the city, you will see great crowds of -----. |
| 6. store | 6. Mother was going to buy Judy a new coat in the big ----- . |

LESSON XVI

Reviser class

1. am 1. Jim looked at the school clock. "It's early," he said.
2. bigger 2. That box is too small. We need a bigger one.
3. animal 3. A lion is called a wild animal.
4. from 4. Father brought apples back from the farm.
5. been 5. Jim said, "Father has been away all week."
6. me 6. Jim threw a ball to Tom. "Now, Tom," he said. "Bring the ball to me."
7. had 7. It was late so Jim had to hurry.
8. than 8. Judy can jump rope faster than Jim.
9. she 9. The kitten wanted some milk. "Now, now," said.

Step 1 (Obvious clues)

1. story 1. Every night at bedtime Mother told the children a story.
2. tell 2. "Jim is guessing the riddle," said Judy. "If you know the answer, please don't tell."
3. chickens 3. They are hiding under Mother hen's wings. They are tiny and yellow. What are they?

Step 2 (Simple flash)

1. chickens
2. story
3. tell

Step 3 (Obvious clues)

4. yellow 4. Judy wanted to paint the sun so she dipped her brush in the yellow paint.
5. people 5. If you go to the city, you will see great crowds of people.
6. store 6. Mother was going to buy Judy a new coat in the big store.

Step 4 (Simple flash)

4. yellow
5. store
6. people

Step 5 (Partial clue)

- | | |
|-------------|--|
| 1. tell | 1. "The teacher is going to ---- us a story," said Judy. |
| 2. chickens | 2. The pet shop had some tiny baby ----- in the window. |
| 3. story | 3. Judy read a funny -----. |

Step 6 (Obvious clue)

- | | |
|-------------|---|
| 7. letter | 7. The postman brought two postal cards and one -----. |
| 8. send | 8. The teacher said, "Jim, I want to ----- you on an errand." |
| 9. farmer's | 9. The farmer feeds his cow. The ----- wife feeds the chickens. |

Step 7 (Simple flash)

7. send
8. letter
9. farmer's

Step 8 (Context with no clue)

- | | |
|-------------|---|
| 1. chickens | 1. Father and Jim thought they would raise ----- . |
| 2. story | 2. Jim said, "I like the ----- about the tigers." |
| 3. tell | 3. The teacher called the children around her to ----- them what to do. |

Step 9 (Partial clue)

- | | |
|-----------|--|
| 4. store | 4. We buy most things we need in some kind of a ----- . |
| 5. people | 5. Jim heard the train coming. Then he saw all the ----- hurrying. |
| 6. yellow | 6. What color are dandelions ? ----- . |

Step 10 (Partial clue)

- | | |
|-------------|---|
| 7. farmer's | 7. The ----- boy weeds the vegetable garden. |
| 8. letter | 8. Judy wrote a ----- to Grandmother. |
| 9. send | 9. Mother stopped at the postoffice. She wanted to ----- a package. |

Step 11 (Context with no clue)

- | | |
|-----------|---|
| 4. people | 4. The elevator reached the ground floor. Then all the ----- got off. |
| 5. store | 5. Mother sent Jim to the ----- . |
| 6. yellow | 6. Judy wore a pink dress and Sally a ----- one. |

Step 12 (Context with no clue)

- | | |
|-------------|---|
| 7. letter | 7. Jim said, "I can read this ----- ." |
| 8. farmer's | 8. The ----- horse worked hard. |
| 9. send | 9. Mother said, "We must ----- a birthday card to Grandfather." |
-

Step 13 (Phrase practice)

1. Miss White said, "Today I will (tell a story)."
2. It is about Farmer Gray's (yellow chickens).
3. Farmer Gray (had a letter) in the morning mail.
4. It was (from some people) in the city.
5. They wanted him to send them (some yellow chickens).
6. They were to be an Easter surprise for a little boy and girl. NO CLUE
7. Farmer Gray said, "I will have to (send a letter)."
8. I will say I cannot send the chicks until (they are bigger). They will arrive before Easter, I am sure. NO CLUE
9. "I had some last year," said Bill, "We got them (at a store)!"
10. "Now they are hens. They lay eggs (for me)."

Step 1 (Obvious clues)

- | | |
|--------------|---|
| 1. wife | 1. Three blind mice, three blind mice! They all run after the farmer's ----. |
| 2. eat | 2. Judy discovered that the apple was really made of ice cream and was good to ----. |
| 3. something | 3. Jim said, "I know a secret, but it is ----. I'm not supposed to tell." |

Step 2 (Single flash)

1. something
2. wife
3. eat

LESSON XVII

Refresher clues

- | | |
|-------------|---|
| 1. story | 1. Bill said, " Our new book has a very good -----." |
| 2. yellow | 2. The baby rooster was black, but the baby chickens were ----- . |
| 3. tell | 3. Jim brought his book to Mother. He said, "Will you please ---- me what this animal is ?" |
| 4. chickens | 4. The little ----- were running all around the barnyard. |
| 5. Farmer's | 5. The ----- boy let Jim help bring the cows home. |
| 6. store | 6. Judy and Mother did errands at the library, the bakery, and the grocery ----- . |
| 7. send | 7. Some people ----- letters by air mail. |
| 8. people | 8. The store was filled with ----- shopping. |
| 9. letter | 9. Mother said, "Father will be home tonight. He says so in this ----- ." |

Step 1 (Obvious clue)

- | | |
|--------------|---|
| 1. wife | 1. Three blind mice, three blind mice! They all ran after the farmer's ---- . |
| 2. eat | 2. Judy discovered that the apple was really made of ice cream and was good to ---- . |
| 3. something | 3. Jim said, "I know a secret, but it is ----- I'm not supposed to tell." |

Step 2 (Simple flash)

- | |
|--------------|
| 1. something |
| 2. wife |
| 3. eat |

Step 3 (Obvious clue)

- | | |
|-----------|---|
| 4. window | 4. You need fresh air at night so open your ----- . |
| 5. one | 5. "I am sorry I haven't two orange lollipops," said Mr. Black. "I have only ---- left." |
| 6. two | 6. One -----, Buckle my shoe ! |

Step 4 (Simple flash)

4. one
5. window
6. two

Step 5 (Partial clue)

- | | |
|--------------|---|
| 1. eat | 1. Jim was so hungry he wanted more to --- . |
| 2. something | 2. Judy heard a faint noise inside the toy box. ----- was crying inside of it! |
| 3. wife | 3. Father introduced Mother to his friend. He said, " This is my ----." |

Step 6 (Obvious clue)

- | | |
|------------|--|
| 7. gray | 7. On a very rainy day Blue sky changes into -----. |
| 8. rabbits | 8. Some are white with long ears. They wiggle their noses. They eat lettuce and carrots. They are ----- . |
| 9. cried | 9. Judy hurt her knee so badly she ----- . |

Step 7 (Simple flash)

7. cried
8. rabbits
9. gray

Step 8 (Context with no clue--included in story at end of lesson)

Step 9 (Partial clue)

- | | |
|-----------|--|
| 4. two | 4. "I bought ---- pencils," said Judy. "One for you and one for me." |
| 5. one | 5. The children started back to school when the clock struck ---- . |
| 6. window | 6. Judy saw it was raining when she looked out her bedroom ----- . |

Step 10 (Partial clue)

- | | |
|------------|--|
| 7. rabbits | 7. The children brought lettuce to school to feed their ----- . |
| 8. gray | 8. Kittens are many colors. Some are black, some white, some yellow, and some -----. |
| 9. cried | 9. Twinkle got locked in the cellar so she ----- at the cellar door. |

Steps 11 and 12 (Context with no clue)

Jim and Judy looked happy. They had just come from the Pet Shop. They were carrying a box with(something) in it. If you had peeked into the box you would have seen two baby (rabbits). Judy had wanted white ones but the shopkeeper only had (gray) ones.

"What shall we feed these rabbits?" asked Jim. "What do rabbits like to (eat)?" said Judy. The shopkeeper's (wife) told them what she fed all her rabbits.

Now the bunnies were really theirs ! They put them in the little house which Father had built. "Good night, little bunnies," called Judy as she ran into the house.

Judy could hardly wait for morning to come ! She ran out to see the rabbits. She peeked through the tiny (window).

Steps 11 and 12 (Context with no clue) (continued)

There should be two gray rabbits but she could see only (one).

"Jim," "Come quickly", called Judy. "There is only one gray rabbit and there should be (two) !" Then Judy sat right down and (cried). Jim looked into the house. "Stop crying, Judy," he said, "I see two gray rabbits. They are huddled so close together they just look like one !"

Step 13 (Phrase practice)

1. Judy was looking in (the store window).
2. There were (two little rabbits).
3. (One rabbit) was white.
4. One (was gray).
5. (All the people) on the street stopped to look, too.
6. (The farmer's wife) wrote to Jim and Judy.
7. She said, "I am going to (send something) to you."
8. "Oh !" (Judy cried) "What can it be !"
9. Do you think it was (gray rabbits) or (yellow chickens) ?

LESSON XVIII

Refresher clues

- | | |
|--------------|---|
| 1. eat | 1. Jim said, "I can ---- three or four cookies!" |
| 2. wife | 2. The farmer's -----threw down feed for the chickens. |
| 3. one | 3. Mother offered the children some candy. She said, "You may each have -----." |
| 4. something | 4. The teacher said, "If you have finished your work, do ----- else." |
| 5. gray | 5. Jim painted the stone wall in his picture -----. |
| 6. two | 6. Jim and Judy have -----pets, Tags and Twinkle. |
| 7. cried | 7. The little boy had lost his mother. He stood outside the store and -----. |
| 8. window | 8. When it rains Mother closes every -----. |
| 9. rabbits | 9. At Easter time children get ----- for pets. |

Step 1 (Obvious clue)

- | | |
|----------|---|
| 1. cry | 1. When babies are hungry they -----. |
| 2. girls | 2. In Jim and Judy's class there are more boys than -----. |
| 3. boys | 3. When recess came, the girls got in one line and the ---- in another. |

Step 2 (Simple flash)

1. girls
2. boys
3. cry

Step 3 (Context with no clue)

- | | |
|----------|--|
| 1. cry | 1. Judy told the baby not to -----. |
| 2. boys | 2. Jim went skating with the other -----. |
| 3. girls | 3. Judy invited all the ---- to her party. |

Step 3 (Obvious clue)

- | | |
|-----------|--|
| 4. day | 4. It was a beautiful sunny -----. |
| 5. made | 5. The children were modelling with clay. "Look," said Judy, "See the dog I -----." |
| 6. school | 6. Every day except Saturday and Sunday the children go to -----. |

Step 4 (Simple flash)

4. school
5. made
6. day

Step 5 (Partial clue)

- | | |
|----------|---|
| 1. boys | 1. Jim and Judy brought cookies to school for all the girls and -----. |
| 2. cry | 2. Boys like to be brave so they try not to--- |
| 3. girls | 3. Who likes to play with dolls ? ----- |

Step 6 (Obvious clue)

- | | |
|----------|---|
| 7. first | 7. Jim and Judy in the ----- grade. |
| 8. grade | 8. Miss White teaches the first -----. |
| 9. how | 9. Mother met a friend. "---- are you today?" she asked. |

Step 7 (Simple flash)

7. grade
8. how
9. first

Step 8 (Context with no clue)

- | | |
|----------|---|
| 1. cry | 1. Judy told the baby not to -----. |
| 2. boys | 2. Jim went coasting with the other ----- . |
| 3. girls | 3. Judy invited all the ----to her party. |

Step 9 (Partial clue)

- | | |
|-----------|--|
| 4. made | 4. Mother said, "Would you like a piece of the cake I just -----?" |
| 5. school | 5. We learn to read and write at ----- . |
| 6. day | 6. Mother said she would visit school some ----. |

Step 10 (Partial clue)

- | | |
|----------|---|
| 7. how | 7. Judy saw the big girls skating. She wanted to learn -----. |
| 8. first | 8. Jim raced Judy to the door. He got there ----- . |
| 9. grade | 9. Jim said, "Next year I will be in the second -----." |

Step 11 (Context with no clue)

- | | |
|-----------|--|
| 4. day | 4. The teacher told the children that visitors were coming that -----. |
| 5. school | 5. Jim and Judy have fun at -----. |
| 6. made | 6. Jim----- a house for his rabbits. |

Step 12 (Context with no clue)

- | | |
|----------|--|
| 7. first | 7. Judy finished her writing paper ----- . |
| 8. how | 8. Jim saw a toy airplane. He wanted to know ----- much it cost. |
| 9. grade | 9. Father asked Judy which ----- Sally was in. |
-

Step 13 (Phrase practice)

1. Jim and Judy are in (the first grade).
2. It was (the first day).
3. They had fun (at school).
4. The boys made a house. NO CLUE
5. They showed the girls (How they made it).
6. All (the girls and boys) played in it.
7. It had (one window) in it.
8. The children (made something) to go in the house.
9. At ten o'clock the children (will eat).
10. (Two boys) will get the milk.
11. If Twinkle were here, she would (cry for some milk).

Step 1 (Obvious clues)

1. Miss 2. Judy's teacher's name is ---- White.
2. blue 3. On blue days the sky is very ----.
3. every 4. We should brush our teeth ---- day.

Step 2 (Single flash)

1. blue
2. every
3. Miss

LESSON XIX

Refresher clues

- | | |
|-----------|--|
| 1. boys | 1. Judy said, "I think girls are just as brave as -----." |
| 2. school | 2. The policeman helps the children cross the street near their -----. |
| 3. cry | 3. When something hurts a lot we have to ----. |
| 4. first | 4. At Bill's party Jim won the ----- prize. |
| 5. made | 5. "See our airport," said Jim. "We ---- it out of blocks." |
| 6. girls | 6. Who likes to cook and sew ? ----- . |
| 7. day | 7. The children had to stay indoors because it was a rainy -----. |
| 8. how | 8. Father taught Jim ---- to swim. |
| 9. grade | 9. All the children in school went to a play given by the third -----. |

Step 1 (Obvious clue)

- | | |
|----------|---|
| 1. Miss | 1. Judy's teacher's name is ---- White. |
| 2. blue | 2. On nice days the sky is very -----. |
| 3. every | 3. We should brush our teeth ----- day. |

Step 2 (Simple flash)

- | |
|----------|
| 1. blue |
| 2. every |
| 3. Miss |
-

Step 3 (Obvious clue)

- | | |
|----------|---|
| 4. door | 4. Mother saw the postman coming so she opened the front -----. |
| 5. roof | 5. It is the top of your house. It has shingles on it. It is the -----. |
| 6. lives | 6. Little Black Sambo ---- in a jungle. |

Step 4 (Simple flash)

- | |
|----------|
| 4. roof |
| 5. door |
| 6. lives |

Step 5 (Partial clue)

- | | |
|----------|--|
| 1. every | 1. The teacher gave a new pencil to ----- child. |
| 2. Miss | 2. "Jim," said his teacher, "Please take this note to ---- Hall." |
| 3. blue | 3. Yesterday Judy wore her pink dress so today she will wear her ---- one. |

Step 6 (Obvious clue)

- | | |
|----------|--|
| 7. about | 7. Miss White read the children a story----- a Steam Shovel. |
| 8. dog | 8. Tags is Jim's and Judy's -----. |
| 9. woods | 9. Wild animals live in the -----. |

Step 7 (Simple flash)

- | |
|----------|
| 7. about |
| 8. woods |
| 9. dog |

Step 8 (Context with no clue)

- | | |
|----------|--|
| 1. Miss | 1. "Tickets, please," said the conductor to Judy. "Tickets,-----." |
| 2. every | 2. Jim watered the plants ----- day. |
| 3. blue | 3. Jim's new coat and hat were dark ----- . |

Step 9 (Partial clue)

- | | |
|----------|--|
| 4. lives | 4. Judy ----- in a white house. |
| 5. roof | 5. How did Twinkle get way up there on the ----- ? |
| 6. door | 6. Father asked Jim to close the back -----. |

Step 10 (Partial clue)

- | | |
|----------|---|
| 7. woods | 7. It is fun to have picnics in the ----- . |
| 8. dog | 8. These are pets. Rabbit, goldfish, cat, ----- . |
| 9. about | 9. Judy told a story ---- going to the city. |

Step 11 (Context with no clue)

- | | |
|----------|--|
| 4. door | 4. Judy ran to the -----. |
| 5. lives | 5. Jim said, "I do not know where the new boy ----." |
| 6. roof | 6. Sally's house has a red -----. |

Step 12 (Context with no clue)

- | | |
|----------|--|
| 7. dog | 7. Tags ran after Bill's -----. |
| 8. woods | 8. Father and Jim went walking in the -----. |
| 9. about | 9. Father's book did not have pictures in it. Judy asked him what his book was ----- . |
-

Step 13 (Phrase practice)

1. (The First Grade) made a snow house.
2. It grew bigger and bigger. "(How big it is)", said Jim.
3. They (made the roof) like an Eskimo house.
4. They had to crawl (in the door).
5. Miss White walks to school (every day).
6. (Miss White lives) near the school.
7. One day she met Judy looking for a mitten. "It is (a blue one)," said Judy.
8. "(Do not cry, Judy," said Miss White. "We will find it."
9. "I hope I did not lose it(in the woods) yesterday," said Judy.

Step 1 (Obvious clues)

1. Find 1. Robert wants are fun. You try to see how many peanuts you can -----.
2. so 2. He and likes to play with Joe? He's always saying, "I told you----!"
3. got 3. On the way to her Grandmother's, Red Riding Hood ---- a wolf.

Step 2 (Simple flash)

1. not
2. so
3. find

LESSON XX

Refresher clues

- | | |
|----------|---|
| 1. every | 1. No one was absent. ----- child was at school. |
| 2. roof | 2. Jim looked up and saw icicles hanging from the edge of the ----- . |
| 3. Miss | 3. "Next year we will be in second grade," said Jim. "I hope we will be in ----Lee's room." |
| 4. lives | 4. Bill said to the new boy, " I will show you where Jim -----." |
| 5. door | 5. Mother waved good-bye to the children from the -----. |
| 6. blue | 6. Mother was knitting a baby blanket out of ----- yarn. |
| 7. woods | 7. Many lovely wild flowers grow in the ----. |
| 8. about | 8. Jim likes stories ----- animals. |
| 9. dog | 9. Tags looked and looked. He saw another---- in the mirror! |

Step 1 (Obvious clue)

- | | |
|---------|---|
| 1. find | 1. Peanut hunts are fun. You try to see how many peanuts you can -----. |
| 2. so | 2. No one likes to play with Joe ! He's always saying, "I <u>told</u> you --- !" |
| 3. met | 3. On the way to her Grandmother's, Red Riding Hood ---- a wolf. |

Step 2 (Simple flash)

- | |
|---------|
| 1. met |
| 2. so |
| 3. find |
-

Step 3 (Obvious clue)

- | | |
|--------|--|
| 4. us | 4. Down the street came the big green bus, We wanted to ride so it stopped for ---. |
| 5. let | 5. Jim said, "Bill is going. Please---me go." |
| 6. way | 6. Jim and Judy come home alone. They both know the ----. |

Step 4 (Simple flash)

- | | |
|--------|--|
| 4. let | |
| 5. way | |
| 6. us | |

Step 5 (Partial clue)

- | | |
|---------|--|
| 1. so | 1. Jim said, "Please wait a minute ---I can tie my shoe." |
| 2. find | 2. Mother looked in her bag for her key, but she could not ---- it. |
| 3. met | 3. Grandmother -----Judy at the door. |

Step 6 (Obvious clue)

- | | |
|------------|--|
| 7. friends | 7. Judy said, "Sally is my best friend but all the other children at school are my ----." |
| 8. brown | 8. In autumn leaves come tumbling down, Golden yellow, red and -----. |
| 9. good-by | 9. The children started for school. Father stood at the corner and waved -----. |

Step 7 (Simple flash)

- | | |
|------------|--|
| 7. good-by | |
| 8. friends | |
| 9. brown | |

Step 8 (Context with no clue)

- | | |
|---------|---|
| 1. so | 1. "No, Sally," said Judy, "Mother says that is not ----." |
| 2. met | 2. Half way to school Jim ---- Bill. |
| 3. find | 3. All the children were looking for pictures of pets. Jim and Judy said, "We will---- all we can." |

Step 9 (Partial clue)

- | | |
|--------|---|
| 4. way | 4. A man stopped to ask Father the --- to the library. |
| 5. let | 5. Jim pulled the rope hard but Tags would not ---- go. |
| 6. us | 6. "This package," said Mother, "is for all of ---." |

Step 10 (Partial clue)

- | | |
|------------|---|
| 7. brown | 7. Jim put on his --- suit. |
| 8. good-by | 8. Judy ran back and kissed Mother. She said, "I almost forgot to say -----." |
| 9. friends | 9. If you are kind to everyone, you will have a lot of -----. |

Step 11 (Context with no clue)

- | | |
|--------|--|
| 4. let | 4. There was a sign in front of the empty house. It said, To ----. |
| 5. way | 5. Jim said, "I know the ----." |
| 6. us | 6. Judy said, "Here is a cake Sally's mother sent to ----." |

Step 12 (Context with no clue)

- | | |
|------------|---|
| 7. friends | 7. Some of Mother's ---- came to call. |
| 8. good-by | 8. Jim said, -----to Bill and started for home. |
| 9. brown | 9. Judy painted her clay bear -----. |

Step 13 (Phrase practice)

1. John was a new boy. He could not (find the school).
2. As he walked along (he met Jim).
3. He asked him (the way to school).
4. Jim said, "I'm on my way to school (so let us go)together."
5. Soon they were (good friends).
6. Jim saw (a brown dog) following them.
7. The dog ran (into the woods).

Refresher clues

- | | |
|------------|--|
| 1. so | 1. Father did not know the way ---he asked a policeman. |
| 2. find | 2. The little boy who was lost said,"I cannot ---- my mother." |
| 3. us | 3. Mother said,"Judy, you divide the sandwiches among ----." |
| 4. met | 4. Mother drove to the station and ----Father. |
| 5. good-by | 5. The children waved until the car was out of sight. They called,"-----,----- !" |
| 6. friends | 6. Mother gave a party for Jim and his -----. |
| 7. let | 7. Judy -----Sally play with her best doll. |
| 8. brown | 8. The children saw some ---- cows. |
| 9. way | 9. Jim showed the new boy how to pile the blocks. He said," You do it this -----." |

Name _____

Time _____

No. words 180

No. failed _____

No. known _____

I

Jim and Judy Go to the Airport

The first grade went to the airport. They saw a big airplane. Jim said, "I want to ride in an airplane like this one." Father is going to take me some day."

The children saw an airplane come in from the city. "The people have had a good time," said Jim. "Yes," said Judy. "They are happy to see their friends too."

An airplane flew over. The children looked up. Down it came. A man jumped out. All of the children ran to see it. The man said, "I ride every where in my little airplane. It will go faster than a train or car. It gets me home in time for supper." He let the children get in it, one at a time.

Then it was time to go. The children said good-by. On the way home, Jim said "We can make airplanes tomorrow."

It was a happy day at school. Every one made airplanes. The toy airplanes took off. Then they came down. It was fun!

asked

called

surprise

cried

houses

so

how

ice cream

she

no

Time _____

No. words 179

No. failed _____

No. known _____

II

Jim and Judy Go to the City

One day Mother came to school to get Jim and Judy. "Father is going to the city today," she said. "This time we will go too." How happy the children looked. "Are we going on a train?" asked Jim. "No," said Mother. "We will ride in an airplane."

At the airport Mother looked for Father. Jim saw him first. He ran to Father.

Then a man called, "Airplane for the city! This way!" People jumped up. They went out to the airplane. Friends said good-by.

The big airplane took off. Faster and faster it flew. Jim looked down. How little every thing was! The houses, cars and people all looked like toys.

They had a good supper. Father said, "I see ice cream!" Jim wanted some. "Let me have some too," said Judy.

Then the ride was over. Down, down they came. The children looked out in surprise. "The city!" cried Jim. "My, it is big!" said Judy. "Yes," said Father. "We will see all we can. Tomorrow will be fun."

from

make

or

grade

of

made

home

than

where

so

Name _____

No. done 121

No. right _____

1. Jim and Judy are in the
friends stick First Grade

2. Boys and girls like to go to
school good-by roof

3. Jim ran
with home from

4. Judy jumped up and
off cut down

5. Children like
toys painted where

6. Father took Jim and Judy to the
came city cry

7. People ride in trains and
asked all airplanes

8. Jim's surprise was in a big
box boys way

9. The surprise was a little toy
thank then train

10. Jim looked
have happy story

1. One story was about an
wheels airport black
2. Friends send us
letters let little
3. Miss White's letter said, 'I will see
you - met tomorrow blue
4. An airplane flew over the
mew for farm
5. The farmer's dog
barked rooster mew
6. The airplane flew
at how faster
7. Tags jumped over a
eggs stick send
8. Judy got a gray
rabbit chickens woods
9. Every one likes to have
fun will up
10. Good children go to bed on
two not time

BIBLIOGRAPHY

- Betts, A.E., "Developing Basic Reading Abilities," Elementary English Review, 20:312-20, December, 1943.
- Maxwell, Guy Thomas, Fundamental Reading Habits: A Study of Their Development, The University of Chicago, Chicago, Illinois, 1922.
- _____, "Elemental Reading at the College and Adult Level," Elementary Educational Monographs, No. 50, University of Chicago, 1939.
- Osmer, Elaine, Mechanical Methods for Increasing the Speed of Reading, New York: Teachers' College, Columbia University, 1935.
- Greenberg, E. B., "Survey and Analysis of Methods and Techniques for Fostering Growth of Meaning Vocabulary," Unpublished Ed. M. Thesis, Boston University, 1940.
- Sallerbach, K.H., "The Effect of Practice Upon Visual Apprehension in School Children," Journal of Educational Psychology, 9:331-334, 337-404, 1914.
- Selch, Edward W., Reading, New York: Macmillan and Company, 1927.
- _____, "The Efficiency of Primers in Teaching Word Recognition," Journal of Educational Research, pp.271-275, December, 1934.
- Parrell, Donald B., Improvement of Basic Reading Ability, New York: World Book Company, 1945.
- Ramus, T.E., "A Study of the Speed of Word Recognition," Journal of Educational Research, November, 1937, pp.151-57.
- Forster, Wirtus, "Visual and Visual-Kinesthetic Learning in Reading Concrete Syllables," Journal of Educational Psychology, 32:473-8, September, 1941.
- Sears, Arthur F., Interest and Ability in Reading, New York: MacMillan Company, 1930.
- Gray, William S., and Holmes, Eleanor, The Development of Meaning Vocabulary in Reading, Publication of the Laboratory School of the University of Chicago, Chicago, Illinois, No. 6, February, 1925.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Betts, A.E., "Developing Basic Reading Abilities," Elementary English Review, 20:312-20, December, 1943.
- Buswell, Guy Thomas, Fundamental Reading Habits: A Study of Their Development, The University of Chicago, Chicago, Illinois, 1922.
- _____, "Remedial Reading at the College and Adult Level," Supplementary Educational Monographs, No. 50, University of Chicago, 1939.
- Cason, Eloise, Mechanical Methods for Increasing the Speed of Reading, New York: Teachers' College, Columbia University, 1943.
- Crosscup, R. B., "Survey and Analysis of Methods and Techniques for Fostering Growth of Meaning Vocabularies," Unpublished Ed. M. Thesis, Boston University, 1940.
- Dallenback, K.M., "The Effect of Practice Upon Visual Apprehension in School Children," Journal of Educational Psychology, 5:321-334, 387-404, 1914.
- Dolch, Edward W., Reading and Word Meanings, New York: Ginn and Company, 1927.
- _____, "The Efficiency of Primers in Teaching Word Recognition," Journal of Educational Research, pp.271-275, December, 1934.
- Durrell, Donald D., Improvement of Basic Reading Abilities, New York: World Book Company, 1940.
- Eames, T.H., "A Study of the Speed of Word Recognition," Journal of Educational Research, November, 1937, pp.181-87
- Forster, Miriam, "Visual and Visual-Kinaesthetic Learning in Reading Nonsense Syllables," Journal of Educational Psychology, 32:452-8, September, 1941.
- Gates, Arthur I., Interest and Ability in Reading, New York: MacMillan Company, 1930.
- Gray, William S., and Holmes, Eleanor, The Development of Meaning Vocabularies in Reading, Publication of the Laboratory School of the University of Chicago, Chicago, Illinois, No. 6, February, 1938.

- Griffing, Harold, "On the Development of Visual Perception and Attention," American Journal of Psychology, 7:227-236, 1896.
- Gunderson, Agnes G., "Provision in Readers for Developing Meaning Vocabularies in Grades I,II, and III," Elementary School Journal, 43:41-6, September, 1942.
- Hildredth, Gertrude, "The Difficulty Reduction Tendency in Perception and Problem Solving," Journal of Educational Psychology, 32:305-13, April, 1941.
- Huey, Edmund B., The Psychology and Pedagogy of Reading, New York: MacMillan Company, 1908.
- Leary, B.E., "They "Look and Say"- or Do They ?" Elementary English Review, 20:41-9, February, 1943.
- Maiorano, Doris I., "An Evaluation of a Quick Perception Method for Systematic Review on Primer Vocabulary," Unpublished Ed. M. Thesis, Boston University, 1945.
- Payne, Cassie S., "The Derivation of Tentative Norms for Exposures in Reading," Harvard Monographs in Education, No. 10, Harvard University Press, Cambridge, 1930.
- Prario, Virginia S., "An Evaluation of a Quick Perception Method in Teaching a Reading Vocabulary to Grade One," Unpublished Ed. M. Thesis, Boston University, 1945.
- Reed, Homer B., Psychology of Elementary School Subjects, Boston: Ginn and Company, 1938.
- Robinson, F.P., "The Tachistoscope as a Measure of Reading Perception," American Journal of Psychology, 46:132-135, January, 1934.
- Sachs, H.J., "The Reading Method of Acquiring Vocabulary," Journal of Educational Research, 36:457-64, February, 1943.
- Schmidt, W.A., "An Experimental Study in the Psychology of Reading," Supplementary Educational Monographs, University of Chicago, April, 1917.
- Smith, E.M., "Tachistoscopic Studies of Word Perception Abilities in the Second Grade," Unpublished Ed. M. Thesis, Boston University, 1938.

BIBLIOGRAPHY (concluded)

Smith, Geraldine F., "Development and Evaluation of a Quick Perception Method in Beginning Reading," Unpublished Ed. M. Thesis, Boston University, 1941.

Tinker, Miles A., "Visual Apprehension and Perception in Reading," Psychological Bulletin, Volume 26, p.223.

Weber, C.O., "The Use of Tachistoscopic Exercises in the Improvement of Reading Speed," Psychological Bulletin, 34:533-534, October, 1937.

Witty, Paul A., and Kopel, David, Reading and the Educative Process, New York: Ginn and Company, 1939.

A. F. & P. CO.

REG. CONTENT

EFFICIENCY BOND

A. F. & P. CO.

REG. CONTENT

EFFICIENCY BOND

BOSTON UNIVERSITY



1 1719 02479 6254



RESS BINDER

250-P 7 EMB.

MADE BY

RODUCTS, INC.

D CITY, N. Y., U. S. A.

